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As the Editor Sees It

More educational measures are now being considered in the legislatures of the nation than ever before in the history of the country. These (measures, of course) vary all the way in crackpot-tedness from those with wide and long cracks to those that are uncracked. It cannot be overemphasized that educators—teachers, administrators, and officials—have the final responsibility of shattering the cracked pots and preserving the sound pots.

According to the newspapers, at the present writing the basketball team of Bradley Polytechnic Institute, Peoria, Illinois, has not lost a single man by the foul route in its last seventeen games. And these boys play a game, too, as you probably know. This unique record is highly complimentary to the team and its coach. Yes, it is possible. A rough-house, brawlish game may thrill the pool-hall crowd, but it doesn't represent real basketball.

Dallas High School students have organized a "25-50 Club," its members vowing to drive no faster than 25 miles an hour in the city and 50 miles an hour in the country. The emblem is a club with 26 spikes, one for each of the traffic fatalities of the year. Original? Profitable?

Another college athletic board refuses to give its coach a "slice of the gate" and loses the services of this worthy individual. Whoopee!

An Eastern junior high school recently came in for a flood of undesirable criticisms because it was terrorized by a group of gangster-imitating young ruffians and racketeers who specialized in "protecting" other pupils from theft of lunches and books, beatings, torn and soiled papers, gossip, and other mistreatment. Wonder how much the average colorlessly presented academic subject would have helped in such a situation? Wonder how much school opinion

mobilized through an intelligently devised and promoted participation program would have helped? Wonder how the old standby, the gad, would have helped?

The Horlick Herald, published by the William Horlick High School, Racine, Wisconsin, includes a "parents' page," designed to present pertinent items of special interest to parents and patrons, as a regular department. Theoretically, the entire school newspaper should do this; theoretically, it often does anything but. The idea looks good to us. If parents read this section they will at least see some of the balance of the paper.

Still another school system, Fargo, N. Dak., "thumbs down" pupil street traffic officers. The Junior Highway Patrol idea and practice is supported by many schools and a number of great organizations, but it is also opposed by others. The final accepted answer is not in sight yet, but it may be on the way.

The 1939 Vitalized Commencement Packet, containing summaries of a large number of 1938 programs grouped around a variety of themes, and also the complete text of several appropriate programs, is now available from NEA Headquarters, 1201 Sixteenth Street, N.W., Washington, D.C. Price, as usual, fifty cents. You should have it.

"Teachers colleges are poor in brains and distinction of their faculties and in the abilities of their students. With a few brilliant exceptions the distinguished scholars and teachers of America can be found everywhere but in the department of education. Yet in a democracy such as America, teaching is the most important of all professions." Says who, or rather, what? The recent biennial report of the Julius Rosenwald Fund. Something to think about!

The Emergence of Extra-Curricular Activities

AT EACH period in American history, special emphasis has been placed upon some particular phase of education. In the early pioneer days the greatest emphasis was placed upon religion. People were taught to read and to write in order to be able to read the Bible and thus serve God more acceptably. Almost the entire curriculum of the common schools consisted of parts of the Holy Scriptures.

With the rising tide of Jacksonian Democracy and the emergence of the common man, came the blue back speller, Webster's dictionary, and other rudimentary forms of secular learning.

The great industrial revolution which came close on the heels of the war between the states ushered in another type of education with a new subject-matter and a new emphasis. With the advent of agriculture, home economics, manual training, and commercial work in the secondary schools and the agricultural and mechanical colleges in the field of higher education, we saw reflected in our schools a new civilization in the making. Naturally, the stress in this movement was on technical proficiency, and the chief emphasis upon skill. Efficiency became the shibboleth of this movement. In agriculture the slogan ran, "He is a benefactor, who can make two blades of grass grow where once just one was found." In home economics, nothing was right unless expressed in terms of calories or vitamins. And the industrial world found its highest expression in our great highways, viaducts, bridges, and sky-scrappers, which today are the hall-marks of our American civilization. Under such an impetus, specialization was the natural outgrowth.

The spiritual type of education of the colonial days which had largely given way to the personal and cultural type that flourished especially in the days of the old South, was superseded by the modern demands for efficiency. The emphasis was shifted from how to make secure a future life to how to make the present life secure. This demand found expression in our institutions of higher learning by narrowing materially the type of education offered college students with greater and greater stress placed upon specialization. The old order of college education which orientated the student by teaching him something about many things, has given way to the new order of specialization which teaches him more and more about less and less, with the ultimate aim of teaching him everything about nothing.

It took a World War to shake us loose

JOSEPH ROEMER

Dean of the Junior College, George Peabody College, Nashville, Tennessee

from such a philosophy. As the smoke of that cataclysm lifted, we began slowly to realize that our educational emphasis in the past had been misplaced. We gradually were forced to admit that our education had failed and that a fundamental reorganization of it was imperative. In recasting their philosophy, American educators became conscious of the fact that, after all, the final test of any education is the effect it has upon the social and moral behavior of men. Instead of arguing about the mental training in Latin or calculus, or disputing whether this or that unit of French or mathematics should be constants in every curriculum, thinking educators today are asking themselves the question: "How can we organize the curricular and extra-curricular life of the schools so as to insure certain moral and social outcomes in the lives of the students?" "Is it not possible that these concomitants of learning we've been calling by-products are, after all, the main objectives of education?" "Are they not in the final analysis the ultimate end and aim of any type of education?"

Once this idea gained a foothold, we began a search for methods and materials with which to put it into effect. In the curricular field it meant not only a reorganization of existing materials with a new point of view, but the discovery of new materials not yet available. In the realm of methods it meant a shifting from the old lecture or question and answer method of teaching to the various methods found in our best school practices of today, schools in which pupils are found imitating and carrying forward to completion large units of work under the guidance and direction of the teacher—where they are thrown together in natural groups making possible a social training not found in the old school. This kind of teaching is based on the philosophy that we learn to do by doing; that the educative process results in a changed behavior on the part of the pupil rather than his having mastered certain kinds of subject matter.

In the extra-curricular field untold resources have been discovered that are valuable in this new process. In many ways the extra-curricular activities of children are fraught with more possibilities for character education than is the routine classroom work.

Once educators realized that behavior is the principal means for building character, the activities of the students immediately became paramount.

The attitude of educators toward student activities has passed through three distinct stages. At first the activities were wholly ignored. Only those things that went on in the classroom really counted. Gradually there emerged on every college campus a second university run by students. This organization became so strong and so absorbing that faculties were compelled to recognize it. It was then that we passed through the second stage—that of toleration.

The favorite pastime of numerous faculty members was to berate the present situation and long for the good old days when students really worked and scholarship was respected. We are today slowly emerging into the third stage—that of recognition. Our leading educators today recognize that tremendous possibilities are wrapped up in these activities, provided they are utilized. Consequently instead of condemning them, they are using them as an essential phase of a well rounded school program. They are dignifying them by placing them in the daily schedule along with Latin and mathematics. High school principals are recognizing the assembly, club programs, home room activities, school parties, excursions, trips, musical organizations, and the like as great possibilities for training in leadership, co-operation, self-control, self-confidence, integrity, industry, fellowship, and many other great fundamentals of character for which all education exists.

This educational philosophy demands a new type of teacher or administrator. No longer is the teacher a mere drill-master of subject matter, nor is the administrator a maker of routine, deadening schedules.

Under this new regime every teacher is a sponsor of student activities and every administrator a social engineer. School ceases to be a treadmill and becomes a great laboratory of democracy.

"No one can look at the world situation today without recognizing the unique function of education in a democracy where the wisdom, morality, and the vitality of the state, and the freedom, well-being and happiness of the population rest so directly upon the education of all the people. It may well be doubted if there can be democracy without free education, or anything else but democracy where education is free."—*From the Foreword of the Report of the Regents Inquiry.*

Current Events-- a New Experience

FRANCIS J. FLYNN

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Independence, California

"Friday—current events again!" With an inflection of disgust, similar phrases have often been heard around the school rooms. Not that the value inherent in the project is not worthy, but the method used is outmoded. A mere monotonous recital of facts gathered from newspapers, magazines, and various current periodicals has been the usual result of such an assignment.

Now an opportunity presents itself to make this current event project "an event." Sound facilities—radio, sound projectors, sound systems—all offer the enterprising teacher an opportunity to make current events a new experience. It can be accomplished economically, efficiently, simply, and effectively without an elaborate sound system.

Here is how one small rural high school met the challenge: An inexpensive portable electrola of reputable make was purchased. With the addition of a microphone, a few added parts, and the help of a radio technician, an efficient sound unit was made. The total cost was approximately \$75.

"Oh boy! Current events on Friday!" A new note and a new tone of voice, it was. Committees are chosen from each class to present in dramatic form (similar to *March of Time* program on the air) a series of episodes in the current affairs of the community, nation, or world. The students write the episodes, rehearse them, and stage them with the teacher acting merely as a guiding hand. Sound effects prove to be a challenge to the most ingenious of the students.

Throughout the project is a note of keen interest, hard work, keen anticipation, and fine co-operation. Initiative, creativeness, selectivity, organization, diction, and even development of personality are all by-products of this project—all highly sought after objectives of education.

"We have emphasized unconsciously those traits of character that thrive best in a fascist type of society—blind obedience to authority, individual success and aggrandizement, uncritical acceptance of facts, unwillingness to assume responsibility except for individual reward, insistence upon personal rights and privileges, and others of this type."—*From the Sixteenth Yearbook, American Association of School Administrators.*

The Young Citizens League of South Dakota

PERHAPS the most unique character education program developed on a state-wide basis in public schools is the Young Citizens League, commonly called the Y.C.L. After its introduction into the rural schools in one county in 1912 as an experiment, it spread rapidly and as early as 1925 every county had an organization consisting of many chapters.

The entire set-up centers around each individual school chapter. The teacher is the league advisor. Chapter officers are a president, vice president, secretary, corresponding secretary, treasurer, and advisor. All officers serve for a term of three school months, with the exception that the corresponding secretary is elected for a term of one year. Chapter meetings are held at the school house on the first Friday of each school month during the school term.

All meetings are conducted according to the accepted rules of order. Children are not permitted to become careless about addressing a chairman or making a motion properly. This is an essential part of Y.C.L. procedures.

All regular meetings follow the order given in the constitution. Each league carries on a major and minor project which is uniform throughout the state, and besides these there is a discussion at each meeting concerning ways and means of doing something to improve the standards of their homes, their school, and their community.

The pupils assume many responsibilities in connection with routine duties in their classrooms and on the schoolgrounds. This is done by means of committees designated as (1) Health and Sanitation, (2) Physical Training and Public Safety, (3) Patriotism, (4) Cleanliness and Order, (5) Courtesy. Specific duties required of members of these committees are listed in the constitution.

A county Young Citizens League unit is comprised of all the chapters of the county organized under the County Superintendent, who is ex-officio county chairman. An annual county convention is held at a time and place set by the county chairman.

A state convention is held for two days each spring at the state capital, at which time each county unit is represented by three delegates. The meeting is held in the Capitol in the House Chamber, where the delegates occupy the seats of honor usually held by legislative representatives from their respective counties. At these meetings, a delegate is asked to act as presiding officer, a differ-

HAZEL V. PETERSON

*Editor of The Young Citizen,
State Department of Education,
Pierre, South Dakota*

ent one presiding at each session. Approximately five hundred delegates and visitors attend this convention. Much of the business is handled by committees, and the entire two days' work is managed proficiently by these elementary school students. One of the most important committees is the one appointed to select the essay topic and major project which will be used for study during the following school year. To date the following projects and essays have been used:

1926-27—Project—Recataloguing, reconditioning, and building up the school library. No essay.

1927-28—Project—Beautifying the school grounds by planting and caring for trees and shrubs. Essay—Black Stem Rust and the Common Barberry.

1928-29—Project—Music appreciation and the purchase of musical instruments for the school. Essay—Agriculture and Industry Must Prosper Together.

1929-30—Project—Art appreciation and the purchase of good pictures for the school. Essay—The Conservation of Natural Resources, including Woods, Waters and Wild Life in South Dakota.

1930-31—Project—A history project, the Y.C.L. chapters of each county to do research work in local history and to contribute to the writing of a state history, giving the history, geography and resources of each county. Essay—My County.

1931-32—Project—Law Observance. Essay—Law Observance.

1932-33—Project—A Flag on Every School-ground. Essay—The Significance of the American Flag.

1933-34—Project—Marking the Site of the Lead Verendrye Plate. Essay—My Heritage and the Future—a Trust.

1934-35—Project—South Dakota Poetry Book. Essay—Our South Dakota Poets.

1935-36—Project—State book on Conservation of Wild Life. Essay—Conservation of Wild Life in South Dakota.

1936-37—Project—Safety on the Highways. Essay—Safety on the Highways.

1937-38—Project—The Promotion of Y.C.L. Organizations in Other States. Essay—The Beadle Centennial.

1938-39—Project—A Health Project, Em-

phasizing First Aid. *Essay—South Dakota, Its First Fifty Years.*

Besides the major state projects, the individual chapters promote minor projects, such as adding schoolroom and playground equipment. Many schools publish a newsletter which provides opportunities for training in journalism. Each county chairman edits a county newsletter which contains poems, stories, editorials, etc., gleaned from the individual chapter newsletters. The state office edits a paper, "The Young Citizen," the contents of which are secured in part from the county newsletters.

Although the mere knowledge of those things which make good citizens is no assurance that good citizenship will be developed, it does help in promoting better citizenship.

Following are only a few of the many advantages of having a league.

1. It teaches correct parliamentary procedure.
2. It teaches children to be considerate of others.
3. It teaches children to accept and assume responsibility.
4. It develops personality.
5. It develops latent talent.
6. It makes discipline easier.
7. It helps to keep the schoolhouse and grounds clean and orderly.
8. It helps to secure equipment.

The Y.C.L. has certain distinctive characteristics which may account for its phenomenal growth in the Dakotas. Some of its distinctive features do not harmonize with other elementary school organizations and one or two are directly opposite. The most distinctive features of the Y.C.L. are:

1. The Y.C.L. is a *de facto* organization. The children acting as self-determining citizens, are wholly responsible for the management and direction of their organization. They elect their own officers, who appoint such committees as the chapter decides; they elect delegates to the county convention, which in turn, elects delegates to the State convention. The teacher is, *ex officio*, advisor of the League Chapter; but she is not a member and has no vote in the business meeting. Incidentally, because of a felt need, the members acquire a practical knowledge of parliamentary usage. The Y.C.L. has a legal status in South Dakota and the state legislature makes a small appropriation for carrying on the Y.C.L. work.

2. The Y.C.L. is not a self-government organization; the teacher surrenders none of her authority to the Y.C.L. However, the pupils by practicing good citizenship, may

eliminate the need for disciplinary measures. If the Y.C.L. pretended to take over the management of the school, vested by law in the teacher, who is held responsible for it under contract with the school board, it could not be more than a pretense; it could not be a *de facto* organization.

3. The Y.C.L. is not an honor point system. There are no awards, privileges, immunities, prizes, or advancing degrees of promotion in the Y.C.L. The children voluntarily take the Y.C.L. pledge and it is assumed that they mean it; no bribe is used to promote good citizenship. The Y.C.L. stands for unselfish promotion of the best interests of the school, community, state and nation; awards of any kind do not harmonize with this principle of social service.

4. The Y.C.L. is not a subterfuge whereby the teacher is relieved of routine work. It is true that an active Y.C.L. chapter, through its committees, may take over much of the routine work in keeping the schoolrooms presentable, sanitary, and attractive; but it is done only on the action of the League itself. The teacher has no authority over the Y.C.L. committees as such. As teacher, she has the authority vested in her by law over any individual pupil in school; but the Y.C.L. committees, as committees, are responsible to the Y.C.L. officials and the chapter itself but to no one else. Invariably a teacher who recognizes the autonomy of the Y.C.L. in this matter receives much more assistance than one who acts as a dictator over the Y.C.L. committees.

The motto of the Young Citizens League is "Help Uncle Sam, One Another, Our Home, Our School, and Our Community."

YOUNG CITIZENS LEAGUE PLEDGE

I hereby pledge my active devotion to my country by a study of its ideals, and by a constant interest in the general welfare of my state and nation. I shall strive to do something each day to improve the standards of my home, my school and my community, and thereby endeavor to promote better citizenship.

NOTE: A manual containing the constitution and by-laws and a detailed explanation of the Young Citizens League will be sent upon request. Address: Executive Secretary of the Y.C.L., Department of Public Instruction, Pierre, South Dakota.

When the school introduces and trains each child of society into membership within a little community, saturating him with the spirit of service, and providing him with the instruments of self-direction, we shall have the deepest and best guarantee of a larger society which is worthy and harmonious.—John Dewey.

A Student Project in Rating and Promoting Citizenship

LAWRENCE R. SIMPSON
Superintendent, Blue Mound High School,
Blue Mound, Kansas

AN ALMOST defunct Student Activity Council of the Blue Mound High School was the nucleus from which has developed an active organization vitally interested in promoting a higher type of citizenship within the school. Until the present term this organization concerned itself only with arranging assembly programs and meekly "sitting in" on an occasional faculty meeting. Soon after election of council members in September it was suggested to the new officers that they might do something toward improving the general tone of citizenship in the school.

The need for some agency that would encourage a higher type of citizenship was apparent to council and faculty members alike. Students during other terms of school had on many occasions shown a shameful disregard for school property, and there had always existed a general tendency among many students to feel little or no responsibility for individual conduct when not in the immediate presence of a faculty member. It was agreed that every student should feel more responsible to his school, which, in the main, is the social group of students themselves.

In a discussion of a citizenship rating plan as a means of encouraging a wholesome group attitude, the suggestion was made that the Council members are perhaps better qualified to rate their classmates on certain characteristics of citizenship than are the teachers. The suggestion bore fruit quickly, and the result was a plan whereby every six weeks each student of the high school receives a citizenship grade representing the composite judgments of teachers and members of the Council.

The scoring plan as now used is based on eight rather well defined characteristics of citizenship. These are: school loyalty, leadership, co-operation, self-control, courtesy, honesty, industry, and dependability. The person doing the rating gives his estimate of any candidate for a grade by scoring him from 0 to 4 on each characteristic. A zero rating means "bad"; 1, "very poor"; 2, "weak"; 3, "good"; and 4, "best." After the student has been rated on each item, the total is figured and placed in the proper column. The highest score that any student might receive, of course, is 32.

The scoring is facilitated by use of a spe-

cial mimeographed scoring form on which is printed the entire school roll, with proper places for scoring every student according to each of the eight characteristics. A column on the right of each sheet has a place for the total score of every student. After the evaluations have been made, it is a rather simple matter to collect the scores from student council and faculty members and transfer the totals to a master sheet, where the total scores for each individual student are combined and an average computed by dividing the grand total by the number of ratings. The result then is an average score, which is next translated into a letter grade by means of a scale. On the scale now in use, 29 to 32 represents an "A" grade; 24 to 28, "B"; 18 to 23, "C"; 13 to 17, "D"; and 0 to 12, "F." Pluses and minuses are used in connection with the letters to indicate whether the student may be rated particularly high or low in his grade bracket. The letter system as interpreted on the grade cards is defined as: "A," outstanding as a good citizen; "B," definitely trying for group betterment; "C," indifferent; "D," weak and not dependable; "F," definitely a hindrance to the school.

It is quite evident that not all the teachers nor members of Activity Council would be well enough acquainted with every student in the high school to give each one a fair rating in citizenship. For the first six weeks' scoring, each council member rated only students of the class he represented, and each teacher considered only those students enrolled in his or her classes. In the rating for the second six weeks, the freshman and sophomore representatives each rated all freshmen and sophomores; likewise, the junior and senior representatives rated all members of the two upper classes, including post-graduates. Faculty members rated not only members of their own classes but other students with whom they were fairly well acquainted. The result was that each high school student had the advantage of at least eight ratings, thus receiving a fairly accurate representation of the consensus of opinion in his particular case.

To illustrate the actual scoring and grading, let us make an example of Richard Roe. His name and rating might appear on the score sheet as follows:

Weights:								
	Loyalty	Leadership	Co-operation	Self-control	Courtesy	Honesty	Industry	Dependability
Best—4								
Good—3								
Weak—2								
Very poor—1								
Bad—0								
Name								Totals
Richard Roe	4	3	4	2	4	4	3	3
								27

Supposing, then, that we have placed this score of 27 on the master sheet with nine other ratings, totaled them, and divided by the number of ratings, we might have this:

Richard Roe	Grand Total	Average	Grade
29 23 26 22 30 27 25 25 27 26	260	26	B

The average, 26, has been found by dividing the grand total by 10 (the number of ratings), and the grade "B" derived by referring to the letter-grade scale, which designates 24 to 28 as the "B" bracket. The score "26" falls at the midpoint of the range; thus there is no qualifying plus or minus.

The rating sheets as handed to the office are kept strictly confidential. No names of persons doing the rating are placed on them, but for checking purposes each one is numbered and a key to the numbers is kept on a separate card.

After working for a time on the project of compiling student citizenship grades, the Activity Council soon realized that there was more to promoting citizenship than merely offering a grade. In the first place, the grade must be made to mean something quite definite to the student; and further, the citizenship traits should be interpreted in the light of actual school situations. Also, the Council realized that students must have frequent reminders that they are members of a democratic school community, lest they revert to the idea of being only slaves to teacher domination.

As a part of the citizenship interpretation program, mimeographed copies of what are called "Citizenship Pointers" are distributed from time to time. Each of these pointers aims to discuss quite at length one of the eight citizenship traits. For example, Citizenship Pointer Number 1 was concerned with school loyalty. In it were such thoughts as this, to quote, "Your school is your community. It was built for *you* and is operated for *you*. It belongs to *you*! As you promote its well-being, just so will you learn the advantages that come from being a good citizen." These sheets

are punched to fit notebooks, and most students have preserved them for later reference.

Besides the citizenship interpretation sheet, a self-rating form was handed out to all students, who were asked to score themselves in citizenship for the second six weeks. The real purpose of the self-rating program was to have each student consider carefully each of the characteristics of citizenship and examine himself in the light of them. The scores from the self-rating charts were not used in making up the regular citizenship grades, but were used rather for comparison. It was interesting to find that almost invariably each student rated himself lower than the grade given through the composite scoring.

As a further means of informing students of the best social practices, quite a number of booklets on courtesy, manners, and personality were made available through the school library, and the attention of the entire student body was called to them. It was suggested to them that a courtesy test would eventually follow to determine who might know more about correct manners, boys or girls. The result was a decided "run" on the library courtesy books. Also, it was suggested to the students that successful citizenship requires that a person choose his vocation wisely and well; and in line with this thought, a number of publications on careers and vocations were made available through the library. These books have been widely read, also.

The Student Activity Council has not limited itself to precepts, alone, in the matter of citizenship promotion, but has in a very positive way provided a good example of benefits that come through wise group action. This has been accomplished through a co-operative study hall and recreational program. This project has solved the hitherto perplexing problem of supervising high school students during free periods before and after school and at the noon hour. Before, when weather has not permitted outdoor activities, students have massed in the assembly hall and persistently created disciplinary problems for the teacher in control. Social rooms had been tried in the past but, as nothing of real interest was provided in them, they invariably led to horse-play unless directly teacher-controlled.

In grappling with this situation, the Council has devised a student's honor card which grants to the holder the facilities of various recreation rooms where he may play such games as table tennis, Chinese checkers, indoor horseshoes, checkers, ring toss, and shuffle board. Further, the card entitles the student to the use of a co-operative study room,

(Continued on page 302)

Social Activities in an Elementary School

THAT part of the educational program of the Palatine Elementary School which especially provides children with the opportunity to understand and to practice desirable social relations has been re-created and augmented by the school's faculty. While many occasions arise in all phases of the school's program for alert classroom teachers to assist children in achieving "civil-social-moral-responsibility," the Palatine teachers felt that particular aspects of this fundamental objective of elementary education could best be promoted by means of certain activities of a socializing character. Social activities which enrich the personality growth of children, when thought of in terms of their educational impact upon boys and girls, enlists the continuous support of parents as well as teachers! Palatine started four years ago to animate and to amend its program for social development—a job which should never be thought of as completed.

Sound educational programs are founded upon what has already been achieved, even though previous accomplishments have to be modified in order to supply a better foundation for still greater progress; since the past educational history of a school helps to interpret its future growth, the faculty considered the educative possibilities of the social activities already recognized as having a place within the school's program. These were: 1, the all-school picnic; 2, the all-school exhibit; 3, the Hallowe'en Party; and 4, room parties. Out of their consideration of these activities which the school already possessed for the social growth of its students, there arose among the faculty the concept of a broader and more unified program for social education which embraced every student within the school. How many elementary schools could be vitalized if only teachers would become actively conscious about having educational programs for children operate in terms of the cardinal principles of elementary education?

In place of merely scheduling the all-school picnic in June for the children and their teachers, special invitations were sent home to parents, inviting them to attend even though they brought pre-school children with them. A larger variety of activities was introduced into the picnic program by changing the picnic ground to a park where a bathing beach and campers' cabins with fireplaces were available; this move, by supplying additional stimulating activities, encouraged more children to participate in the

J. E. CLETTENBERG

Superintendent, School District Number 15,
Palatine, Illinois

school's annual outing. Thus children were given a larger amount of natural contacts with adults and with their fellow students in life-like situations. In the future an earnest effort will be made to study those children who have not been coming out for the school picnic in order to discover how they (and their parents) may become happy members of the June picnic party.

Another social activity, the Halloween Party, was continued by encouraging the local parent-teachers association not to withdraw its sponsorship from that activity. Classes are dismissed upon that day so that children may costume themselves for the event. Children, through participating, learn worthy group conduct and relationships as they parade up town and return to the school's playground for refreshments. Inexpensive prizes are awarded to the students who wear the three best costumes.

Boys and girls are inspired to help decorate their rooms for the all-school exhibit, which takes place in the evening and which fathers attend as well as mothers. Gradually as children demonstrate their growth in initiative and responsibility they are given more freedom in planning and carrying out the final display of the work for exhibit night; they are also being encouraged to work in groups in the matter of decorating their rooms and the school's halls.

Room parties have always been accepted as occasions for celebration; but now their fundamental reason for being lies in the great chance they give children to practice desirable social relationships, and to improve in social awareness. Previously parties only celebrated holidays, but now they are held more often.

Parties must have a purpose which child-one room entertains another, sometimes children prepare refreshments and a program for their mothers, and sometimes the teacher combines a room party with a music festival or program. Preparing for their party and their guests brings boys and girls together in social situations where they practice initiative, co-operation and responsibility under life conditions.

The above mentioned social activities respond enter into with enthusiasm. Sometimes resent the foundation upon which Palatine's faculty created an enriched program for social education, believing that, since every child

is individual, not all children profit equally as much from a narrow offering of possible choices. Parents' attention is constantly being called to the social implications of the foregoing program for social development, the teachers likewise becoming more conscious of the important significance of the activities they sponsor. Whenever it was possible to enlist the aid of parents or the parent-teacher association in order to give greater impetus to the development of a broader program of social activities, the children benefited, and the following activities were added to the curriculum: 1, the kite contest; 2, barter day; 3, a hobby show; 4, Christmas carolling; 5, toy repairing; 6, the patrol boys' show and 7, a more democratic athletic program.

Perhaps the most unique social activity in the school's yearly schedule of events is the kite contest, which is held in March! Every child is urged to make a kite for this contest, no matter what type he prefers, so that he may have the opportunity to win one of the three prize ribbons. Ribbons are given to the kite which flies the highest, the kite which flies the greatest distance, and the kite which is the most original. Because some children cannot construct kites to compete with those of students who happen to be better craftsmen, a special time has been set aside for teaching the art of kite-making. Many parents now look forward, with their children, to kite day and may be seen in the large field where all manner of kites are afloat; yet it required three years to build up kite-flying as an extensive and appealing activity for boys and girls! Wise use of leisure time is promoted by kite-making and kite-flying; and the school is little interested in who happens to win a contest ribbon.

Bartering among one another upon a special barter day affords children another opportunity to develop social personality by means of a worthy social activity sponsored by the school. Each child brings something to school which he wishes to exchange for something someone else might have. Certain students are good traders, acquiring half a dozen articles during the bartering period. The rules governing trading are few, such as, do not trade until you are satisfied, and do not be an "Indian-Giver." This activity is always a happy one. No student has ever cheated another while engaged in the process of bartering, although teachers sometimes wonder why students are so often easily satisfied with the results of their trading!

The hobby show which is arranged in two exhibits, one for the lower grades and the other for the upper grades is held in the evening under the auspices of the parent-teacher association when the school is open for the all-school exhibit. It gives each child

the voluntary opportunity of showing the thing he prizes most, and thus directly stimulates the wise use of leisure time.

Another unusual social activity centers 'round the Christmas season. All room doors in the school are thrown open as one room after another sings a Christmas carol. First an upper grade sings to the entire school, then a lower grade sings. This is an inspiring experience as the quality of voices changes as does the character of the song being sung. After the rooms have finished, the whole school applauds—a reaction which seems to indicate that the students themselves realize the presence of a strong unity of purpose which welds the school together.

Toy repairing before the Christmas holidays is conducted by the children in the manual arts room under the supervision of the instructor in manual training. Boys and girls learn to repair and to paint old toys for children less fortunate than they. Everyone works happily and cooperatively in this enterprise, which teaches thrift, ingenuity, and responsibility.

Not only to award certain students for their worthy service to the school, but also to create a genuine life situation in which group relationships can be practiced, the patrol boys are taken, once each month, to see a movie.

About one year ago the school gave up competitive athletics in favor of having larger numbers of boys and girls participate in athletic games. The board of education has appropriated money to transport by bus every boy and girl in grades seven and eight to attend athletic events in neighboring schools. In order to render wider participation to all boys and girls, many basketball games are played instead of one or two. Along with basketball, there is swimming, Pingpong, and checkers, so that self-expression is recognized as the right of all seventh and eighth graders; thus individual competition, as opposed to group cooperation, is ruled out. Boys and girls play with each other on a friendly, fun-producing level which provides a sound basis for stimulating social relationships. Such a democratic athletic program enhances the chances that children have for personality growth, because rivalry or competition does not occupy the foreground and because each child has opportunity to select the activity by means of which he chooses to express himself.

Social activities, like any other aspect of a school's educational program, cannot be considered as static, as supplying the needs of children for all times irrespective of changes either in the community or within the needs of children for all time irrespective

(Continued on page 314)

Our Hobby Fair

DEAN THOMPSON
Nebraska City, Nebraska

SIX hundred students and adults milled through the Nebraska City Senior High School gymnasium on the afternoon and evening of Friday, December 2, 1938, "Oh-ing" and "Ah-ing" as they went. Individuals and groups created small whirlpools and eddies in the constantly moving stream of spectators as they halted to give closer attention to some one of the more outstanding of the 108 exhibits entered in the second annual high school hobby fair sponsored by The *Otoean*, N.C.H.S. newspaper.

"Jitterbugs" gazed spellbound while a student-organized and directed "swing" band "beat out" the latest melodies. Stamp enthusiasts gathered to pass on the merits of different collections.

Mothers dragged daughters, heretofore uninterested in the culinary arts, to the foods section, hoping that from the various cakes, cookies, and candies there displayed, their offspring might somehow derive much-needed inspiration. (Fourteen of the 23 entries in this section were by boys.)

The scientific-minded studied the chemical "cow" included in the chemistry exhibit, or examined the workmanship of model boats and airplanes. Scrapbooks, drawings,

needlework, and woodwork shared the spotlight with collections of photographs, postcards, match folders, miniatures, shells, buttons, Indian relics, guns, and paper napkins.

To the twelve hobbyists whom the judges believed were most deserving of recognition, *The Otoean* awarded certificates of distinction. As the number of entries did not justify complete departmentalization, the awards were made at large. Next year, if the fair continues to increase in popularity, full departmentalization will be necessary to secure the most advantageous arrangement of exhibits and to make easier the task of the judges.

From all of this, it may be deduced that the 1938 hobby fair was successful. The story of the 1937 fair reads differently.

The Otoean sponsored its first hobby fair in 1937 "to encourage the wise use of leisure time," an *Otoean* editorial objective, by giving recognition to students who worked hard on their hobbies. But of the approximately 350 students enrolled in N.C.H.S. exactly 21 entered the first fair. Either the rest did not want to be recognized, or they had nothing to recognize.

Which of these premises was true is still doubtful. Naturally, those in charge of the



Youthful "swing" band leader, Joe Nosky (extreme right) takes his trumpet out of his mouth long enough to shout instructions to his players to "watch the birdie!"

fair are inclined to favor the latter, in view of the length of the entry list just a year later.

Visitors to the 1937 fair were noticeable mostly by their absence, in spite of considerable publicity given the fair by the local daily newspaper and by *The Otoean*.

However, the November, 1938, edition of *The Otoean* duly announced the approach of the second annual hobby fair. Shortly afterward, members of *The Otoean* staff in charge of the fair went to work.

Experience had taught them not to rely on entry blanks. Personal missionary work accounted for a considerable number of entries in the 1938 fair.

Teacher-hobbyists supervised the wood-working, stamp, and science divisions. Otherwise, the fair was entirely under the management of *The Otoean* staff, which elicited, collected, and arranged exhibits—and cleaned up the gymnasium when the fair was over. While the fair was in progress, staff members served as hosts and guides to the visitors.

To date, the fair has cost its promoters exactly nothing in dollars and cents. Local merchants gladly co-operated by lending tables and other necessary equipment.

With the aid of a lighting expert donated by

a local electrical supply company, the lighting of the gymnasium, which had had quite a depressing effect on the 1937 fair, was improved greatly.

Originating in the desire of the sponsor and the editor of a high school paper to make their publication's editorial policy something more than 14 lines of black-face type on the editorial page, *The Otoean's* hobby fair has developed into a worth-while school institution—and one that any school that really wants it can have.

(NOTE: This article, which we requested, was written by a high school student. Mr. Thompson is editor (1937-1939) of the sprightly and high caliber "Otoean," Nebraska City's Senior High School newspaper. As the reader will note, the hobby fair was originated and sponsored by this publication.—Editor.)

We live in deeds, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best.—*Philip James Bailey*.

Some will never learn anything because they understand everything too soon.

—Charles Blount.



Genevieve Steuteville, N.C.H.S. junior, stands beside part of her collection of 550 picture postcards which she displayed at "The Otoean's" hobby fair.

Athletics--Tail or Dog?

RALPH W. HASKINS
Principal, Amherst High School,
Amherst, Massachusetts

WE ARE all well aware that the problem of proper shaping and direction of athletics is with us. A review of the conferences of college groups and of state high school associations, and attendance at a dozen college and secondary school contests selected at random will convince anyone that the great values which we like to claim for athletics are not always present. We talk of physical, moral, and social developments, mental stimulation, emotional steadiness, self-control; but too often our practice and our preaching are far apart: we "scalp" coaches for losing; hire athletes; arrange physically harmful schedules; transport players too far for physical and nervous well-being; put on feverish, over-strenuous contests aimed at "championship"; permit courtesy and common decency to be discarded for an hour while spectators condemn the officials, coaches, or players; and even, sometimes, fight among themselves.

There are plenty of attempts to curb all these evils, but many such attempts are not successful, though some are. Up in Western Massachusetts, there is one which has had a considerable measure of success. The Western Massachusetts Small High School Basketball Tournament, now in its twelfth year, is set up and operated in a manner sufficiently unique to be of interest.

The basic principle involved in this tournament is that educator control evaluate *all* the procedures in terms of desirable educational outcomes. Where custom appears to be in conflict, the leaders of this tournament change the custom but do not sacrifice the education. All of which seems sane although not always easy. A committee of headmasters of high schools involved operates the affair. Decisions regarding procedure are reached in committee meeting. Most of the actual execution is done by a manager. This committee of principals does the evaluating, reaches the decisions, and takes the praise or blame. The usual forms of "passing the buck" are avoided.

In order to run a basketball tournament which will promote the players' well-being, the committee:

- (1) invites, early in the season, teams which will be fairly evenly matched without regard to their probable record, thus eliminating the championship idea;
- (2) insists on physician certification of all players;
- (3) leaves final determination of fitness to play after a game injury to the physician in charge, not to the coach;

(4) modifies certain rules from time to time to reduce the strain of tournament play;

(5) sets up a schedule so that no team may play more than three games in all, nor more than two in forty-eight hours; and

(6) prohibits any other tournament for these teams during the season.

Other important angles from the standpoint of developing the players, besides the physical, are the mental, emotional, social, moral. So-called "tough guy" athletics, put on for a rowdy crowd to have a rowdier holiday without regard to the good of the players, take no cognizance of these values. In this tournament, they have been a matter of primary concern to the committee. Development of morale and good sportsmanship is well begun by the set-up described above for guarding physical health. It is furthered by well-publicized codes of sportsmanship and by careful spectator control.

The printed program gives prominence to one, sometimes two, codes of sportsmanship. Nor are those merely nice printed passages. They are read: to school assemblies, to the crowds at the tournament, by the players and fans. And they are a real force. Rarely are there violations of the spirit of these. When there are, the pressure of public opinion is very much against the violators.

The same spirit of gaining maximum educational outcomes from this event early led to the idea of participation by all the spectators. Such a scheme multiplies the effects many times. There are only 120 possible players, including all substitutes, but there were in March, 1937, 19,000 spectators! This problem has been attacked mainly in two ways: (1) get them there, (2) develop a habit of friendly competition and good sportsmanship.

"Getting them there" refers to the student bodies of the participating schools. There have been three main factors in its accomplishment. The first is a low admission charge. While reserved seats are 40 cents and general admission 25 cents, students of participating schools may come for a dime. There is no question that this makes a difference in getting out 100 per cent of the student body. Secondly, each principal "builds up" to the tournament with two or three weeks of talks, mass meetings, ticket sales, etc. Carefully planned efforts of this sort have an effect.

Even more than for these reasons, students come because they are part of the show. They themselves take part and have a share in making the big spectacle. Band playing, sing-

ing, special cheering demonstrations, large group singing (more than one school), occasional use of seating color designs and of scores of small banners—all these are things they can do, and do they!

The development of a habit of friendly competition and good sportsmanship has required much initial effort, followed by continuous vigilance. At first, plenty of police and vigilant ushers checked boos or hisses and enforced silence while free throws were made. A cup was offered for a number of years to the school whose stands best exemplified the desired attitude. Gradually the positive side of being courteous, commendatory, and helpful to officials and opponents become habitual. Enforcement is seldom needed now but is still to an extent available, as insurance. Many voluntary developments have come about, such as: cheerleaders of two schools exchanging for a few minutes, and school groups asking for cheering sections on nights when their teams are not playing. There is much to make one believe that thousands have gotten the idea that a game is played for fun, not for blood; that winning is important, tremendously important, but that 50 per cent must always lose; that the effort to win is the thing; that the lift and thrill of the experience is its own reward.

In conclusion, let me urge that it is the concern and obligation of all of us in education to make all its parts educational; that we need to go in and wrestle control of athletics from the barber shop, the gutter, commercial interests, and coaches with more vanity than sense; that it can be done and that we'll do it. Education, not athletics, is the whole dog.

A Student Project in Rating and Promoting Citizenship

(Continued from page 296)

where students may work together, apart from the regular study hall. Any student is entitled to receive the card by signing the following pledge: In consideration of the privileges to which this card entitles me, I pledge upon my honor to co-operate in making possible a recreational program and co-operative study rooms for Blue Mound High School by refraining from all rowdyism in recreation and study rooms, by caring for game equipment and school property, by playing fair at all times, and by assuming personal responsibility that will make teacher supervision unnecessary.

There are certain regulations in the use of the card, chief of which is a provision that gives the Student Activity Council the right to revoke the card when in their opinion the

holder's conduct has become unsocial. To date, the project has wrought a most desirable transformation in the free period activity. All students have secured cards and have co-operated to the fullest extent in the plan. Student supervisors are in charge of game rooms to check on equipment and to match games. A series of tournament matchings are now in progress and eventually school champions will be declared in each type of game.

The contrast between the present system and the old type "social room" is so sharp that students cannot help being impressed by the advantages that come from wise social controls and co-operative efforts.

The result upon the student body of the entire program has been that otherwise abstract ideas of citizenship have become quite tangible and thoroughly practical. There have been no noticeable objections to the rating plan; and, on the whole, students take the results quite seriously. Student Activity Council members report that fellow-students have become conscious of their conduct, remarking on many occasions, "I'll have to watch myself on (this or that) or it will lower my citizenship grade." All seven members of the high school faculty have co-operated whole-heartedly in the plan and are enthusiastic about the results. An entirely different approach has been provided to the disciplinary problem by causing the student to feel answerable to his school group for his conduct instead of to the individual teacher. This attitude, of course, is not perfected but the change thus far is highly gratifying.

The Student Activity Council does not feel that the program is complete or that the rating plan contains the final word. The members are now considering the feasibility of adding to the list of citizenship traits to make it include the items of friendliness and care of the person, the latter item involving personal cleanliness and neatness.

Dangers, too, have been found in operation of the rating plan. The chief one is the tendency of the persons doing the rating to render a score from an already established estimate of any individual rather than weigh each characteristic separately. Also, in making scores from one six weeks to another, the person must be on the alert to give credit for evidences of individual improvement. Comparisons of the school data for the first six weeks with that for the second six weeks, is as follows: First six weeks, A-26, B-84, C-33, D-2, F-0; Second six weeks, A-46, B-90, C-9, D-0, F-0. This indicates, we believe, that our students are alert for evidence of improvement in themselves and in their fellows.

When love and skill work together expect a masterpiece.—John Ruskin.

A Kite Karnival for Windy March Days

MARCH wind is greeted at May Greene School in Cape Girardeau, Missouri, by a tremendous burst of energy and enthusiasm. Paper, paste, string, and sticks are in immediate demand, and a period of furious activity follows. Soon the sky is dotted with kites of all sizes, shapes, and colors, climbing up and up, impatiently tugging at the strings restraining them. It's very definitely kite time again, and that promises to May Greene pupils the most gala occasion of the year, the annual Kite Karnival.

For several weeks before the Karnival, the entire school is decidedly kite-minded. Balls



A Serpent in the Sky

of string pop out of desks and lockers. Kites in various stages of completion hang on the wall or stand in the corners. There is a rush for the kite books available in the library; the manual training teacher and older boys' help is sought in analyzing a faulty frame or in the engineering of a new idea. Designs are made in art class, and the art teacher is consulted anxiously about a proposed color scheme. Teachers and pupils practice flying kites at noon and recess. The English department employs this theme in its composition work and usually climaxes its activities with an assembly program.

The event, which is sponsored by the P.T.A. and directed by Miss Golden Flentge, the art teacher, has increased in popularity in the six successive years it has been held. Last year nearly three hundred kites were entered by pupils and patrons, almost doubling the number of the previous year. There is also a sharp increase in the number of adult spectators, the bleachers which skirt the flying field never being sufficient to accommodate the growing audience. Announcements and comments over a loud speaker keep this large group informed and interested.

The Karnival always opens with a parade of all the contestants with their kites. As the

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May Greene School,
Cape Girardeau, Missouri

school band strikes up a lively march, the procession passes before the reviewing stand where the Kite Queen contestants are seated. Following the parade each contestant reports to the place assigned his group, and the contest begins. All age children (grades 1-9) as well as patrons, many of whom are easily fifty years young, participate; and kites range in size from three inches to twelve feet. All types of kites are seen, and all varieties of material are used. Some tricky devices for reeling out string also make their appearance.

The following rules are the most important in the contest:

1. All kites must be entered by (date previous to day of contest).
 2. Each pupil must plan, build, and decorate his own kite. "Bought" sticks may be used, but the design must be original.
 3. The kite *must fly*. Each group is given five minutes in which to put up the kite and five minutes in which to fly it. A kite that will not fly for that length of time is disqualified. Each contestant may have one helper, but the contestant must put his own kite up.
 4. Each person may enter as many classes as he wishes.
 5. All kites will be judged by their appearance and performance in the air.
 6. There is someone in charge of each group, and each contestant must remain in his group until called on the field or be ruled out of the contest.
 7. Each contestant is allowed one vote for his choice of queen; each winner is given additional votes.
 8. The amount of the prize is determined by the P.T.A.
- Ordinarily the following events are scheduled:
1. *Most Beautiful Kite*. These are judged solely by their appearance in the air. Large, bold design is encouraged, and color is an important factor. Last year's winner with silver glitter designs on blue cellophane was particularly beautiful in the sun.
 2. *The Largest Kite*. These are usually sturdy kites constructed of heavy craft paper and require much wind to lift them. On several occasions the small flyer has required assistance to keep his place on the ground.
 3. *Novelty Kites*. Birds, dragons, airplanes, stars, boys, kites that hum, and signal kites

belong here. The star and bird kites are particularly popular in this group. Last year a Chinese dragon kite thirty feet in length was



Ready for the Contest

a pleasing sight as the wind caught it, filling it out and carrying it up.

4. *Messenger Race*. Bright circles of paper two to three inches in diameter with holes punched in the center were the messengers sent up the string. Cheers rose from the spectators as these messages were carried up the string to the favored kites.

5. *Funniest Kite*. This group included everything from "grandfather's red undies" to such well-known comic strip characters as Donald Duck and Wimpy. One of the teachers flew a caricature of herself, the kite taking the form of a huge head with green cellophane eyes, red crepe-paper curls, and a vivid mouth. It was greeted with howls of laughter as it danced crazily in the breeze.

6. *200-Foot Relay*. String was measured before the contest, and the pupil reeling out his entire length of string first won.

7. *Smallest Kite*. In this event the very smallest kite does not always win as the very small kite is difficult to fly. However, kites in this contest ranged in size from one to eight inches. The smallest kite staying up the required length of time is the winner.

8. *Box Kites*. This group grows each year, and some beautiful kites result.

9. *High Fliers' Contest*. The kites in this contest need not be home-made, but the flying ability is important. One wins entirely on his skill in putting his kite up. Sometimes as many as three balls of string are reeled out, and the kites become tiny specks against the sky.

10. *The Teachers Contest*. This, of course, is much applauded, and much coaching is done from the sidelines. Last year eight of the teachers used the Snow White theme, each of the dwarfs and Snow White being depicted boldly in tempera on the kite. (Mine was Dopey, and needless to say, we lived up to our traditions and lagged behind.)

11. *Parents and Patrons Contest*. Again the spectators cheer wildly as business men, mothers, and even the superintendent of schools coax their kites to take string.

12. *Kite Fight*. Kites are armored with metal and ground glass. The object is to bring down the other fellow's kite. If the wind is right, this is the most exciting contest of all.

Prizes are awarded by the Kite Queen in an assembly which follows, and in spite of the fact that everyone is dusty and sunburned



Kites Against the Sunset

and has such a queer feeling in his neck and shoulders, each pupil seems to think that this carnival was the best ever and begins planning for the next year.

"Will May Greene School have such a Karnival this year?" I asked Miss Alma Schrader, the principal. "Indeed, yes!" came her prompt answer.

Note: There is an integrated unit of study in Language Arts on this subject to be found on pages 601 and 662 of the Missouri "Courses of Study for Elementary Schools," 1937.

"The only live issues in the social studies are controversial issues and they must be brought into the schools and attacked as problems, the solution of which depends upon an unbiased and uncontrolled examination of facts. Freedom of inquiry, freedom of examination, freedom of decision, are of the essence of our political system as a whole. We can do no less than guarantee a similar atmosphere of intellectual freedom within the institution which is preparing boys and girls for more mature exercise of the same social process."—Edward H. Reisner.

"There are two alarming trends in American education today. One trend is away from the small liberal arts college, and the other is toward specialization and professionalism in the great universities."—Stanley B. Niles.

Selecting Next Year's High School Debate Topic

C. STANTON BELFOUR
*University of Pittsburgh,
Pittsburgh, Pennsylvania*

THE annual high school debate conference to determine the nation-wide topic for the school year, 1939-1940, was held in Cleveland, December 27, 1938. This meeting is sponsored each year by the Committee on Interstate Co-operation and Debate Materials of the National University Extension Association. It is held as a preliminary session of the National Association of Teachers of Speech, in order to assure the participation of high school debate coaches and college teachers of speech. State league managers are also in attendance.

Previous to the meeting, the N.U.E.A. chairman issues a call for suggested topics. These are forwarded by the state league managers. The suggested topics at the Cleveland meeting were classified into the following groups:

I. Organization and function of the United States Government (third term for Presidents, abolition of the Electoral College, Federal aid for education, Supreme Court independence, civil service, *et al.*)

II. Government Control or Ownership of Business (advertising, TVA, railroads, *et al.*)

III. War, armament, or Defense Policy of the United States (war referendum amendment, big navy, compulsory military training, *et al.*)

IV. Foreign Policy of the United States (Latin-American policy, Monroe Doctrine, Open Door in China, reciprocal trade treaties, *et al.*)

V. Business (sales and chain store taxes, Federal stimulation of business, consumers' co-operatives, profit-sharing, *et al.*)

VI. Labor (industrial vs. craft unionism, incorporation of unions, prohibition of picketing, *et al.*)

VII. Education (military training courses, vocational vs. general education, grading systems, uniform courses of study, *et al.*)

VIII. Agriculture (crop control, Federal subsidies, economic planning, *et al.*)

IX. Social welfare (relief problem, social medicine, old age pensions, marriage and divorce laws, *et al.*)

X. Miscellaneous (motion pictures, state police, traffic laws, automobile insurance, prohibition, professionalism in athletics, freedom of press and radio, *et al.*)

These topics reveal the pulse of contemporary controversy as taken from those whose wrists function for the cause of high school debating. But before the debate conference discussion begins, it is necessary to establish criteria. Those present were not unmindful that their work at Cleveland would ultimately affect 100,000 students in more than 6,000 high schools. The criteria agreed upon were:

1. Does the topic have sufficient interest?
2. Is it within the scope of high school debaters' background and ability to understand?
3. Does it have educational value and will it hold the interest of the debaters throughout the season?
4. Is it of nation-wide interest and application?
5. Has it previously been "debated to death"?
6. Can it be phrased satisfactorily?
7. Will it be a timely topic one year hence?

The debate conference then proceeded to eliminate certain fields from consideration. Labor and farm topics were abandoned because of their sectional applications. Foreign policy topics (the 1938-1939 question relates to an Anglo-American Alliance) and those used in previous years (see box) were abandoned. A preliminary discussion narrowed the field of some 100 odd topics to seven. At this point, the conference adjourned and reconvened to hear speech authorities analyze the topics which have attracted most interest throughout the year. Two more ballots reduced the topics to three, one of which will be selected by state votes of high school leagues co-operating.

The 1939-1940 high school topic will be one of the following:

- (1) Resolved, That the Federal Government should control national advertising.
- (2) Resolved, That consumers' co-operatives should be generally extended throughout the United States.
- (3) Resolved, That the Federal Government should own and operate the railroads, or . . . That the recommendations of the President's committee on transportation should be enacted into law.

The exact wording of the propositions will be determined by a committee of college de-

bate coaches. High school coaches in each state are to forward their preferences to their respective state league chairmen. The topic will be determined by spring and the handbook will be published before September.

This process of selecting subject matter is an example of national planning in a most important field.

**PREVIOUS HIGH SCHOOL
DEBATE TOPICS**

- 1930—**Installment Buying**
- 1931—**Chain Stores**
- 1932—**Unemployment Insurance**
- 1933—**Taxation**
- 1934—**Radio Control and Operation**
- 1935—**Federal Aid for Education**
- 1936—**Social Medicine**
- 1937—**Electric Utilities**
- 1938—**Unicameral Legislatures**
- 1939—**Anglo-American Alliance**

How We 'Bridge the Gap'

FRANK JONES CLARK

*Vice-Principal, Broadway High School,
Seattle, Washington*

The problem of bridging the gap between the elementary school and high school is a difficult one. Various attempts have been made over the years to solve the problem and a great deal of progress has been made.

Broadway High School is receiving 180 students from the Cascade, Longfellow, Lowell, Minor, Seward, Summit, Stevens, and Washington schools in January. Principals and eighth grade teachers of these schools co-operated with the principals and counselors of the high school in working out a plan whereby the students were given their first orientation in the high school.

A week before the meeting, Courses of Study were mailed to the grade schools, together with a special invitation to visit the high school. Shortly before school was dismissed in Broadway High School, these eighth grade students with their principals and teachers gathered in the auditorium to meet the teachers and principals and student leaders who would probably be most prominent in the freshmen's life during the first few weeks of school.

Twenty to twenty-five minutes were devoted to an explanation of the Course of Study as it affected freshmen and to an explanation of principles to be used in making out their programs for this first semester. The Boys' and Girls' Advisors and Freshman

Advisor were introduced and allowed to say a few words that would help the freshmen to understand the interest these teachers have in freshman orientation. A few words were said concerning the activities of the school and the ways in which freshmen could co-operate to make these activities successful. The Boys' and Girls' Clubs' presidents and student body president had a few remarks to make to the freshmen, after which they were taken in tow by Boys' and Girls' Club members for a tour of the building. They were escorted about in small groups, most of the groups being made up by members of the same school. As a part of the tour and as an expression of good-will, the Boys' and Girls' Clubs served refreshments at the point of the tour where the freshmen visited the Girls' Club suite.

Principals and teachers, as well as a few parents who were present, all voted the occasion a highly successful affair, one which interrupted the grade school program very little and saved the high school representatives many hours of time. The whole program was centralized, well co-ordinated and efficiently managed. This project, together with the special testing which is being done in each of the grade schools to provide the high school counselors with helpful information, should prove valuable in orienting these freshmen into high school if it be followed up by a well thought out plan for the first week of school.

"Are not the sufferings of past ages, are not the "cries of expiring nations . . . a summons sufficiently loud to reach our ears and to rouse us to apply a remedy for the present, an antidote for the future? We shall answer these questions by the way in which we educate the rising generation. If we do not prepare children to become good citizens—if we do not develop their capacities, if we do not enrich their minds with knowledge, imbue their hearts with the love of truth and duty, and a reverence for all things sacred and holy, then our republic must go down to destruction as others have gone before it; and mankind must sweep through another vast cycle of sin and suffering, before the dawn of a better era can arise upon the world. It is for our government, and for that public opinion which in a republic governs the government, to choose between these alternatives of weal or woe."—From the Eighth Annual Report of Horace Mann.

Till a man can judge whether they be truths or no, his understanding is but little improved, and thus men of much reading, though greatly learned, be but little knowing.

Banquet for All Activities

W. R. BUSSEWITZ
High School Principal, Horicon, Wis.

HIGH school and college football banquets are "all the go" in November and December. Unless the team is poor or runs into hard luck, then the football banquet is almost inevitable. But why give banquets only for football heroes? Are there no others who deserve that attention?

Two years ago our school won the conference debate championship. Although we talked about having a banquet for that time, none materialized. A neighboring school which has a large attendance at its football banquets, gave its debate champions a banquet, to which few came except the debate squad.

During the last two years we have won the state championship in field and track for class C schools, but did not feed the boys for that honor.

Last winter when this matter was brought to the attention of our School Board, it was suggested that we arrange a banquet not only for football, but for all who deserve such honor because of their participation in school activities. We tried to arrange this banquet last spring but were unable to find an open date.

Keeping the matter in mind and beginning to give it publicity in November, we picked a date after the football season and before the basketball season. After discussing it with the faculty I presented the scheme to the Senior class, answering their questions, clarifying several points, and receiving their approval of the new idea. Next I explained the all activity banquet to the high school assembly. In fact, I explained it to the school several times and found them rather apathetic. Though nothing was said, I surmised that the football team, having won second place honors in a hard conference, would have preferred a straight football banquet, but they were good sports and made no protest. It was seemingly hard to get the idea across that it was to be a community banquet; which anyone could attend, even though he had not taken part in an activity.

Coaches and other activity directors handed in alphabetical lists of students, not only those who received a school letter, but also anyone who was on the squad. We posted these lists in public, so that students could correct them. We then had printed programs including under each activity the names of all who had participated during the past year. We were naturally not sure whether certain school functions should be included in these lists, but finally decided to include everything

possible. As a result, although our school enrollment is only 160, about 500 names appeared among those who had been active in school affairs. The largest groups were as follows: operetta, 81; band, 55; glee club, 48; football, 37; Senior play (including property managers), 34; Junior play, 30; orchestra, 29; speech contests, 26; basketball, 25; baseball, 24; school paper, 22; field and track, 19; debate, 10. We also included the names of the officers of various classes and clubs, as well as tennis team, dance orchestra, annual staff, one-act play, and cheerleaders. This printed program made a desirable souvenir.

The financing was a simple matter. We prepared a menu and asked each family who registered to come, to bring one article of the menu as assigned to them. We had a registration of 200 and about that many attended. We had 20 dishes of hot scalloped potatoes, 20 pans of hot meat loaf, 20 vegetable salads, 20 fruit salads, 15 cakes, and some milk. We bought the rolls and butter. We permitted a few who came alone to pay 25 cents. I believe that another year we would raise that price. As it was, the food came out very nicely, with a little left over. The hot dishes were brought the last thing. As we possess our own banquet service, including tables and dishes, we had no expense of extra work on that score. Had we purchased the food and set a price per plate, the cost item would have made the banquet impossible.

A few students reported promptly to the Home Economics teacher when the announcement was made a week before the banquet and told how many would come from the family, and accepted the assignment of which dish to bring. But many of the pupils were slow in checking in. So the Home Economics teacher interviewed those who had not reported, putting down how many were coming from each family and what dish they would bring. In that way we knew just how many to expect.

As a program for the evening, we divided the activities into three major groups and secured two speakers for each group, three of our students to talk five minutes, and three faculty members of the University of Wisconsin to talk for ten minutes each. These three major fields were athletics, speech, and music. Our music teacher directed the community singing. The assemblage had a lot of fun singing "Stand up, John Doe, stand up." If he did not respond, they sang, "Out the window you must go." This was the first banquet for many of the pupils, and from all I have heard, they enjoyed it immensely. The

boys all wore coats and neckties, a little matter of training which had previously been mentioned to them.

We had our tables arranged in eight groups. We placed teachers at the two ends of each group. Then we had all adults go down first and take chairs so that there would be a few at each table. Then the students came in and found seats. We did not have more than 20 or 25 parents present, probably because the idea was not understood. I am sure that we will have a larger crowd next year, now that the plan has sold itself.

The tables were decorated in school colors. The football letters which had just arrived were on display as well as were four large sheets of pictures of various school activities taken during the year.

We used our sound system, having two different microphones available to toastmaster and speakers. After the banquet the floor was cleared and the sound system was again used to play new dance records for the social hour that followed.

A few days later the football mothers gave the boys and their fathers a chicken dinner. Also a church Men's Club gave the football squad a dinner. Neither one of these banquets was under our supervision, but received our co-operation, as we appreciate any interest taken in the school by the community.

All in all the idea of a testimonial banquet to all school activities made a big hit, which was heartily approved by our School Board. Coaches and teachers were well pleased with the way everything went. Above all, a number of pupils voluntarily told me that they liked it very much. It promises to be an annual affair.

Council Conventions in Illinois

ELDEN D. FINLEY

Principal, Delavan Community High School,
Delavan, Illinois

The 3rd Annual Student Council Convention of the Pekin District was held at Delavan Community High School in Delavan, Illinois, on November 10, 1938. Three years ago at the State Council Convention it was decided to organize the state into six districts and to hold District Council Conventions. This was done so that an entire council could attend such a meeting at the least expense and with a minimum amount of travel.

The Pekin District is composed of 21 counties. The registration at the 1936 Convention in Pekin was 80 delegates representing 10 schools. In 1937 the Convention was held in Peoria at Woodruff High School, with 121 delegates representing 19 schools. This year's registration almost tripled the previous year.

There were 323 delegates representing 35 schools.

Several of the schools attending did not have councils but were interested in learning how to form one. For this group one special session was held in the form of a panel discussion. The speakers and their subjects on this panel were:

1. The Student Council—An Essential Element in the Modern High School—Dr. Harry C. McKown.
2. Benefits of a Council from a Student's Viewpoint—Evelyn Dirks, Athens, Illinois.
3. Steps in Organization—Elden D. Finley, Principal, Delevan Community High School.

The first session of the convention was devoted to "Progress in the Pekin District" by Leon Bandy, Delavan, and "State Convention, Past and Future," by Bernard Rosenberg, state president.

The second session proved to be a popular one. It consisted of reports of various schools on their most successful council project. Subjects for these reports were:

1. "Box Social"—Willis Van Pelt, East Peoria.
 2. "Survey of Openings of High School Graduates"—Macomb.
 3. "School Parties"—Stuart Anderson, Wyoming.
 4. "School Publicity through Local and Outside Newspapers"—Kennedy Kincaid, Athens.
 5. "Big Brother and Sister Day"—Tom Landes, Bradford.
 6. "Citizenship"—Joe Severns, Mason City.
 7. "International Sports"—Wilma Ringenberg, Buda.
 8. "School Survey on Student Council"—Henry Zimmerman, Pekin.
 9. "Increased Participation in School Activities"—Bill McMakin, Delavan.
 10. "Noon Recreation Periods"—Lavern Machaell, Rock Falls.
 11. "Choosing Reliable Staff for Annual and School Paper"—Mary Jane Potter, Chillicothe.
 12. "Obtaining Permission and Favorable Approval of Community for School Dances"—Irving Beard, Green View.
 13. "Thanksgiving and Christmas Baskets"—Petersburg.
 14. Community Sing—Woodruff.
- These were followed by discussion from the floor.
- During the third session the delegates attend section meetings on the following subjects:
1. Assembly Programs.
 2. Social Problems.
 3. Activity Point Systems
 4. School Spirit and Morale.
 5. Honor Study Halls.

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6. Organizing a Student Council—Panel Discussion.

These sectional meetings consisted of informal discussion of the various problems of the schools in these fields. The fourth session consisted of the business meeting and was followed by two hours of dancing.

The final session was a banquet held at 6:30 p.m. The program at this session had as its theme the "Ideal of Student Participation in School Government." There were two student speakers who had the following subjects:

1. The Student Council as a Character Builder.
2. Training for Democracy through the Student Council.

The adult speaker of the banquet was Dr. Harry C. McKown, who spoke on "Fools and Foolishness." After installation of new officers the Convention was adjourned. The day proved highly beneficial to all attending, and it is expected there will be another big increase in interest next year when the convention will be held at East Peoria, Illinois.

Students Defeat Adults in Spelling

FRANK O. MCINTYRE

English Instructor, Fairbury High School,
Fairbury, Nebraska

Modern education scored a notable victory in Fairbury (Nebraska) on January 25, when a high school team defeated a team of parents and patrons in an old-fashioned public spelling bee. Over four hundred people attended the event, despite the fact that it was held on the evening of a heavyweight championship boxing match.

Four members of the high school team—two seniors and two juniors—remained after the final adult was eliminated.

Each team originally consisted of fifteen members. The school team contained eight seniors, four juniors, and three sophomores. The adult team included five ex-school teachers, an insurance salesman, a welder, an attorney, an abstractor, the manager of a large retail store, the manager of a wholesale fruit company, a dentist, a stenographer, and two housewives.

The contest was sponsored by the Student Council; and the proceeds of the ten-cent admission fee will be applied on the purchase of a new sound film projector for the school.

Members of the adult team were selected by the secretary of the board of education, at whose suggestion the contest was staged. High school spellers were chosen on the basis of a written test taken by a selected group and volunteers.

The secretary of the Fairbury Y.M.C.A.

acted as master of ceremonies. Judges included the president of the board of education, the principal of the high school, and the city attorney. Word lists were selected by a



Above are the four students of Fairbury (Nebraska) High School who survived in an old-fashioned spelling bee in which a school team defeated an adult team. They are, left to right: (above)—Marjorie Chancellor and Lloyd Jackson, seniors; and (below)—Dorothy Dodd and Bettie Riley, juniors.

committee of which the superintendent of the city schools was chairman. Publicity was handled by the usual school agencies.

These features of the unique event are significant:

1. Secondary education answered a challenge. The old and all-too-common cry that the modern schools are not teaching fundamentals was answered in a decisive manner.

2. The "box office appeal" of the event, staged at a low admission price, was surprising. Absolute silence in the audience indicated the amount of interest in the proceedings.

3. Students (and adults) profited from the drill in spelling, pronunciation, and vocabulary, which occupied spare moments during the two weeks preceding the event.

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Have You Read These?

BY THE EDITOR

"R. A. Dical, A.B., M.A., Ph.D., principal of the Oldtown Union School, nervously ran his fingers through the receding hirsute area which reluctantly occupied space atop his cranium. R. A. Dical always engaged in this particular ritual when about to perpetrate some new educational foible in his school system. . . . His plans were complete; his faculty had been stuffed to the gills and loaded to the scuppers with all he had learned about the "new" education while writing his Ph.D. thesis on the subject 'Educational Values Inherent in Teaching Children the Proper Care of Their Handkerchiefs,' etc. By all means get the February *School Executive* and follow a bit of professorial biography in Gordon M. Ridenour's "R. A. Dical Slips a Cog." Even though ridicule doesn't always represent argument, if spritely written, as this is, it is always interesting. And its lesson on half-baked enthusiasm is clear and pertinent.

These eighth-graders took trips to all parts of the world and weren't even out of their own community! Imaginary, of course, but so realistic and complete in all details of gathering materials, planning, organizing, financing, seeing, reporting, and finally using in connection with the "regular school work," that probably even actual trips could have been little more profitable. Maybe even less so, considering the fact that in this schedule the pupils took many trips. Here's one you must read: Gayle C. Cole's, "An Experiment in Integration," *Journal of the National Education Association* for February.

Teach English? Maybe not. Literature concern your subject? Quite likely. Composition concern your subject? Most assuredly. Then you'll be interested in Constance M. McCullough's "Alarm Under a Prune Tree," in the January *Journal of Education*. This teacher of English, unlike many of the species, faces current blasts on the ineffectual teaching of her subject, not by parroting the usual nauseating justifications of *status quo, ante bellum*, railery about and censure of the teaching in the earlier grades, etc., but constructively and—refreshingly. Frankly, we'd like to sit in her classes.

Maybe you're a hunter-and-pecker-typer like Ye Ed. Maybe you, too, wish that you had had a course in typewriting while in school. Maybe you, too, received lower marks

on your papers (and later gave them on your students' papers) because they were somewhat illegible. And maybe you, like some others, look forward to the time when all pupils will take typing. Maybe, too, you . . . and so on. In any case the topic, "Typewriting for Every Pupil," keeps bobbing up. An excellent article, practical and well documented from practical experience, will be found under the above title in *The Clearing House* for January.

Which high school subjects are "most difficult?" Which are most difficult for boys? For girls? Sure? In order to study the "Relative Difficulty of High School Subjects," L. G. Osborn and his group used two forms of a carefully constructed scale consisting of thirty-one descriptive statements which had received their placements from the combined ranking of 131 judges. These statements varied from the two extremes, "A dumbbell could pass this subject" to "If my life depended on it, I could not get this subject." The results of this investigation of the opinions of 8,785 students from thirty-one subject classes, taught by 363 different teachers, will be found in the February *School Review*.

IF—

You are interested in the many possibilities of one form of audio-visual instruction that is poking its head up over the horizon, read the "Radio in Education" number of *Educational Method*, January, 1939.

You are interested in Religious Education, either as a part of public school work, or in separate settings, see the "Religious Education" number of *Education*, January, 1939.

You have a flair for murder trials, look up *Nature Magazine* for February and see how insects and animals were tried in formal court procedure during the Middle Ages.

You drive a car, you should read Robert Monaghan's "Beware the Accident Fortune-Hunter" in the February *Public Safety*.

You need more "Umph," read in *The American* for February how to get it. "How's Your Umph?" by William A. H. Birnie.

You want to know why we need a new calendar and what the World Calendar will do, let Anthony M. Turano tell you about it in *The American Mercury* for February.

You are afraid Hitler will soon gobble up South America, Henry C. Wolfe in "Before Hitler Crosses America," *Harpers* for February will reassure you.

News Notes and Comments

Tunkhannock Students Conduct Forums

Under the sponsorship of the Tunkhannock High School National Honor Society the students have been conducting student forums during the school day. Topics have been selected and student leaders chosen to introduce the topics and serve as discussion leaders. A period during the day was selected and five discussion groups arranged. The following topics were used for the first trial:

1. Conduct at school dances
2. Manners in the home and school
3. The girls' athletic program
4. The boys' athletic program
5. Evaluation and appreciation of music.

These discussions were led by competent students well prepared to discuss the topics. They studied and read material to be at their best. After an introduction of the topic by the leaders, the students "opened up" and lively discussions followed. Students were allowed to make their own selection of discussion groups.

New leaders conduct the discussions each time, thus more students have an opportunity to participate.

The last topics used were centered around current events:

1. Current affairs in Germany
2. The defense of the Panama Canal
3. The situation between China and Japan
4. United States Foreign Policy
5. The present situation in France.

—*Pennsylvania School Journal*.

The months of March, April and May will include some big times for California school children, when week-long tours to the Golden Gate International Exposition on Treasure Island break into the scholastic calendar. Thus will book knowledge take on living form and substance.

These tours have developed through authority recently granted by the California State Board of Education, whereby school attendance, not to exceed 5 school days, will be counted when children attend the Exposition.

Mr. Mark S. Rand, coach of debate in the high school at North Hampton, Massachusetts, has what appears to be an opportunity for a "debating laboratory," a room built, equipped, and furnished for the express purpose of debate. Such a room is being considered in the revision of the blue-prints for a new high

school building for that city of 25,000 people. Mr. Rand would like to learn the experience of anyone who has known such a room, its uses, advantages, and limitations.

The Fifteenth National Convention of the Columbia Scholastic Press Association will be held at Fayerweather Hall, Columbia University, New York City, on March 9, 10, and 11.

Convention on Education for Character and Citizenship

Planning and arrangements for the Chicago Convention of the National Council on Education for Character and Citizenship are going forward with considerable rapidity. The personnel of the Committee in charge of the Convention includes representatives of most of the civic and educational agencies in the Chicago area. The date of the Convention is March 23-25, and the meeting place is the University of Chicago.

The general theme is "Education Today for Character and Citizenship." Objectives set up for the Convention emphasize the study of effective procedures and techniques in current practices, methods of coordinating community agencies and forces, and problems and obstacles in the field of education for character and citizenship.

The Convention Committee is endeavoring to develop a program which will prove of practical help to those concerned with education for character and citizenship. Discussions and speeches will deal with realities rather than abstractions and generalities. Reports will cover concrete problems, practices, actualities, and achievements. The roster of speakers, group discussion leaders, and representatives include the leading authorities and practitioners of civic and educational affairs in the Chicago area as well as many of the national figures in the field of education for character and citizenship. The National Council is looking forward to sponsoring similar conventions in other cities throughout the country.

Attendance at the Convention will be limited to approximately 500 persons in order to facilitate planning and informal discussion through democratic processes. Each participating agency will select those who will attend the Convention from the agency. The majority of those who will attend will represent the Chicago area, but interest in the Convention indicates that there will be a wide re-

presentation geographically. Persons serving as representatives of the following groups constitute the Convention Committee and are participating in the planning and arrangements for the meeting:

Chicago City Manager Committee
National Safety Council
Adult Education Council of Chicago
Social Security Board
Chicago Board of Education
National Committee on Boys' and Girls' Club Work
Illinois Congress of Parents and Teachers
Girl Scouts of Chicago
Chicago Recreation Commission
Chicago Church Federation
Chicago Council of Boy Scouts
Chicago Camp Fire Girls
George Williams College
Chicago Y. M. C. A.'s
Girl Reserves, Y. W. C. A.
Divinity School, University of Chicago
Chicago Baptist Association
Chicago Y. W. C. A.'s
Chicago Association of Child Study and Parent Education
Chicago Congregational Union
Illinois State Association of Y. M. C. A.'s
National Conference on Student Participation
National Association of Student Officers
National Council on Education for Character and Citizenship.

For further information in regard to the Convention, address National Council on Education for Character and Citizenship, 5732 Harper Avenue, Chicago, Illinois.

Several hundred back numbers of *SCHOOL ACTIVITIES* may be had at twenty copies—no two alike—for \$2.00.

Re-Liability for Accidents on Student Tours

An opinion of Orland S. Loomis, attorney general of the State of Wisconsin, is given in the *Wisconsin Journal of Education* as follows:

The granting of a field lesson permit for an educational tour by a superintendent of schools does not lift any of the liability for injury to pupils from the teacher and lodge it upon the superintendent.

Such a permit does not in any manner make the board of education liable for such injuries.

The act of taking children from the building for educational purposes does not in and of itself under ordinary circumstances constitute negligence.

The written consent of a parent would bar the parent's recovery for negligence predicated upon the hazardous nature of a particular trip,

but would not bar the parent's right to recovery for any superadded negligence upon the part of the teacher that approximately results in injury. The consent of the parent affects his own cause of action only and not that of the child.

Safety Education in School Shops is the title of Bulletin 332 of the Pennsylvania Department of Public Instruction, Lester K. Ade, Superintendent. It is a volume of nearly one hundred pages, giving excellent material with a carry-over value into every department of a school.

The Junior High School is a symposium setting forth the functions and responsibilities of that type of school, as conceived by thirty-three members of the faculty members of the J. C. Murphy Junior High School, Atlanta, Georgia, and by the principal of that school, H. O. Burgess. It is a reflection of sound educational thinking.

With 704 courses scheduled, preliminary plans for the University of Chicago summer quarter have been announced by Carl F. Huth, Director. The courses will be presented by 457 members of the regular faculty and more than 30 outstanding visiting professors.

Twelve special institutes and conferences and two "educational workshops" have been arranged, supported by courses planned to supplement the fields of the various special conferences.

The Wisconsin High School Athletic Asso-

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ciation recently voted on whether or not to limit the football season to a period beginning the third Tuesday preceding the third Friday of September and December 1. It carried 147 to 31.—*Texas Interscholastic Leaguer*.

Attention, Educators!

The thirteenth annual convention of the National Conference on Student Participation in School Administration and the ninth of the National Association of Student Officers will be held in San Francisco from July 2-6, 1939, as allied departments of the National Education Association.

Both organizations are attracting the interest of prominent educators and will be attended by student government officers, sponsors and all educators interested in developing the highest type of citizenship among young people. Plans are already being made and the program arranged.

The objectives of the joint meeting are:

1. To serve as a clearing house of ideas.
2. To discuss problems of student government.
3. To give students experience in leadership and understanding.
4. To help in promoting good will among all young people.
5. To gain inspiration for the school year 1939-40.

Officers of the National Conference are:

Officers—President: Miss Adeline M. Smith, Head of the Social Science Department, Bloom Township High School, Chicago Heights, Ill.; Vice-President: Miss Grace M. Anderson, Grover Cleveland High School, Brooklyn, N. Y.; Secretary: Miss Louise Hunter, High Point High School, High Point, North Carolina.

Steering Committee—Mr. Joseph C. Driscoll, Principal, Erasmus Hall High School, Brooklyn, N. Y.; Mrs. Claire L. Epley, Counselor, Burbank Jr. High School, Los Angeles, Calif.; Mr. C. C. Harvey, Executive Secretary, National Association Student Officers, 5732 Harper Ave., Chicago, Ill.; Miss Alice G. Langford, Sponsor Student Activities, B. M. C., Durfee High School, Fall River, Mass.; Mrs. Violet G. Loper, McKinley High School, Honolulu, T. H.; Mr. Joy Elmer Morgan, Editor of the N. E. A. Journal, Washington, D. C.; Mr. Harold J. Pegg, Sponsor Student Activities, State of Pennsylvania, Altoona, Penn.; Mr. N. Robert Ringdahl, Principal of Corcoran School, Minneapolis, Minn.; Mr. Charles A. Simonds, Director, Counseling and Guidance, San Francisco, Calif.; Miss Ruth Stewart, Senior High School, Bradford, Penn.

Some of the sponsors of the National Association of Student Officers are: Mr. C. C. Harvey, National Executive Secretary, 5732

Harper Avenue, Chicago, Illinois; Mr. Joseph C. Driscoll, Principal Erasmus Hall High School, Brooklyn, New York; Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia.

The leaders of the National Association of Student Officers are:

President—John L. Murray, Erasmus Hall High School, 911 Flatbush Avenue, Brooklyn, New York, DEFender 3-9750; Secretary: Mary Maneri, Girls Commercial High School, Brooklyn, New York.

Vice-Presidents—Kenneth Chang, McKinley High School, Honolulu, Hawaii; Betty Barnett, Field Kindley High School, Coffeyville, Kansas; Milton Webb, Globe High School, Globe, Arizona; Richard Trumble, Edison High School, Miami, Florida.

The Silver Anniversary of the Omicron Delta Kappa Fraternity will be held in Lexington, Virginia, on March 24, 1939.

That High School Problem

We are in receipt of Superintendent Nash's annual report to the West Allis (Wis.) board of education. That our school administrators are conscious of present high school course of study problems is clearly expressed by the following quotation from Mr. Nash's report.

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We have divided American History into ten logical, comprehensive and practical units. In doing so, we have followed the Morrison Plan of unitary organization.

EACH UNIT CONTAINS THE FOLLOWING: (1) Exploration Questions; (2) A Presentation or Overview; (3) A Unit Outline; (4) A Guide Sheet; (5) Historical Problems; (6) Required Exercises; (7) Research Topics; (8) Suggestions for Map Work, etc.; (9) Bibliography.

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"It is hard to comprehend the instructional problem which is involved in these figures. By far the larger part of our curriculum, with its standards, was adopted for a totally different school population than the one at the present time. When people talk of the lowering of the school standards they are usually thinking of the early classical high school. In the essential understanding of the term there has been no lowering of standards. The students that rank high in their academic subjects rank high in their college work. There has been, however, some change in the absolute value of high school marks in the purely academic subjects. If this adjustment had not been made it is evident from the above figures that there would have been a large number of failures. Such failure can not be justified either from the standpoint of cost or from the standpoint of the pupil's welfare. The problem which confronts us today is to adjust our high school curriculum to the capacities and needs of every pupil in school so that we can serve our constituents as realistically, and as surely, as did the classical Boston High School of some 150 years ago. Such adjustments cannot be made by merely lowering the school mark but must be made by a variation in the school work and an adaptation of such courses as science and mathematics to the needs and capacities of the pupils taking the work."

—*Wisconsin Journal of Education.*

"The use of leisure is a highly individualistic problem. It cannot be solved by anything but independent thought and a fair-minded investigation of its possibilities. It is an all-important problem, for upon its happy solution depends the quality of life necessary for the development of a personality capable of serving, co-operating with, and contributing to humanity, and finally of enjoying the happiness which is the fruit of living wisely."—*Austen Fox Riggs in Play.*

"We shall never have any great art in this country until many people are doing things with their hands. How can we understand the man of skill unless we try to do some of the things he does? We should all try painting and modelling—not with the idea of becoming great artists, but to know something of the difficulties of the arts and be able to appreciate it when we meet the triumphant achievements of the great masters."—*Lorado Taft.*

"Democracy demands the right and power of the people to canvass and question all acts of power exerted over them, and the right and power to act after such canvassing and questioning."—*James Marshall.*

Social Activities in an Elementary School

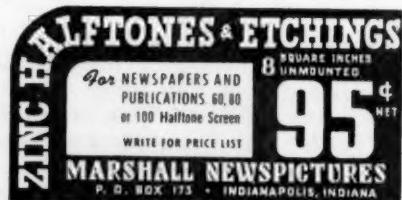
(Continued from page 298)

of changes either in the community or within the school itself; these activities should be constantly evaluated so that they can better dovetail into the social needs of the students for whom they are primarily designed. Inexpensive ribbons are used as awards in order that winning merely for itself is not emphasized unduly. Parents and parent-teacher association members are encouraged to share in all social activities, for the community must know what its school is contributing to the education of its children. Publicity in local newspapers is obtained for the activities themselves, and no "star performers" are ever played up for public consumption, because the educational benefits which accrue to the group are far more important than any single child in school. Teachers constantly stress the social development students gain from social activities, which are numerous, if one but carefully study the values inherent in the foregoing activities. Now that the Palatine Elementary School has a fairly complete program of social activities, there is a constantly pressing need to integrate them with other school activities, so that they may contribute their greatest benefits. Whenever an activity fails to fulfill the needs of students, it must be allowed to die!

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SCHOOL ACTIVITIES

Stunts and Program Material

MARY M. BAIR, *Department Editor*

Short Shorts

Poems by Robert and Elizabeth Barrett Browning. Tableaux on "Statue Pictures" of these two famous lovers. A short scene from "The Barretts of Wimpole Street" by Rudolf Besier.

A short account of soilless agriculture. This account to be followed by a scene where the ghost of Luther Burbank stands smiling over the shoulder of the chemist who is proudly exhibiting a luxuriant tomato vine, its small roots in a bottle of water, and the vine bearing dozens and dozens of unbelievably large ripe tomatoes.

Ardent stamp collectors bring rare issues of stamps, tell how these issues differ one from another, when these were issued, and why some are more valuable than others. These short "demonstrated lectures" should be followed by an informational talk concerning the general post office and its being established by Congress in the month of March, 1789.

Contrast the explorations of David Livingston, Scottish explorer and early missionary to Africa, with the adventures of Osa Johnson or a Frank Buck in the African jungles of today.

Compare the poetry of some of the earlier New England poets with that of our contemporary poet, Robert Frost. Follow this comparison by reading a number of poems by Robert Frost.

Wm. Dean Howells, printer, journalist, editor, and novelist, left a number of short one-act comedies any one of which is well suited to a place on the assembly program.

A doll exhibit where dolls are costumed to show the dress of other countries. A prize to be given that one who exhibits the largest number and most authentically costumed dolls. That instructor in charge of the exhibit should tell of Hina-no-Seku (feast of dolls) which is dedicated to girls in Japan and celebrated there each year.

The life of the late Pope Pius XI, the "Pope of Peace" makes inspirational background for a peace program.

Pope Leo XIII was born in March, 1878. He was known as a patron of literature and education, as well as being a potent force in religion and morals. A program of appreciation for peace, good literature, higher education, and religion as exemplified in the lives of the above mentioned men would be a most fitting theme for March 1939.

Procure a number of art prints, copies of paintings by Michel Angelo Buonarroti, one of the greatest artists of all time, then give an illustrated lecture on these paintings and the life of the artist.

Musical Hour

Build a musical program featuring the three composers, Frederick Francois Chopin, Johann Sebastian Bach, and Joseph Haydn.

A narrator, dressed in typical Polish costume, should tell something of the life, accomplishments and compositions of Chopin. The narration should be followed by some of the best known compositions.

The above procedure should be followed with respect to the other two composers, except that the Bach narrator should wear German costume of the seventeenth century and the music be played on the organ.

In the Haydn portion of the program, the narrator wears Austrian costume of the late seventeen hundreds and the music is to be played by the orchestra.

Ireland

Dedicate at least one March program to Saint Patrick, the patron saint of Ireland. Girls dressed in Irish costume and working at linen weaving or lace making could engage in interesting conversation concerning Saint Patrick and his many deeds of mercy and kindness. This conversation could include at least one interesting fact about the Shamrock. This being that this leaflet is not only worn as Ireland's national flower but also in commemoration of the fact that when Saint Patrick was preaching the doctrine of the Trinity, he made use of this plant, bearing three leaves upon one stem, as a symbol of the great mystery.

Research concerning Ireland's history, customs, folklore, and its fairy literature will reveal materials rich with interest for many programs.

The plays of Lady Gregory, J. M. Synge and William Butler Yeats are filled with human interest.

Try a program of these plays. Show your audience an Ireland that is rich in beauty, in culture, and in folk and fairy lore.

A well balanced program of such plays could be: "Spreading the News" by Lady Gregory, "The Hour Glass" by Yeats, and "Riders to the Sea" by Synge.

Good Sportsmanship on Trial

JACQUELINE JURGENSEN

Student, Peter H. Burnett Junior High
School, San Jose, California

Characters: Bailiff, Clerk, Judge, Defense Attorney, Rosie Razz, Prosecution Attorney, Jack Disloyal, Sally Say, Bob Disrespect, Ike Alibi, Betty Boast, Silvia Seeall.

Scene: A court room. All the characters are seated on the stage as they would be seated in a courtroom.

* * *

Bailiff: Hear ye! Hear ye! The First District Court is now in session, Judge Courtesy presiding. Be seated.

Judge: Order in the court! First case.

Clerk (in loud monotonous voice): The people versus Rosie Razz, Jack Disloyal, Bob Disrespect, Ike Alibi, and Betty Boast. Charged with creating a disturbance, insubordination, and lack of respect for others and their rights, to wit: that on the afternoon of March first at 3:30 o'clock, in the presence of many witnesses, the defendants did wilfully and maliciously make razzing noises at an athletic contest on these premises; that said noises did cause great mental anguish to countless innocent people; that said defendants showed extreme disloyalty by their actions on said occasion, bringing disgrace to the fair name of their school.

Judge: Attorney for the Defense, bring on your witnesses.

D. Attorney: Your honor, the defense has no witnesses except the defendants themselves.

Judge: Will the defendant, Rosie Razz, please take the stand? Bailiff swear in the defendant.

(Rosie Razz walks to the stand.)

Bailiff (standing): Raise your right hand. Do you (etc.)?

Rosie: I do.

Bailiff: Be seated.

D. Attorney: Rosie, please tell the court in your own words what happened on the afternoon of March the first.

Rosie: I was very anxious for our team to win, and when the other team made two baskets in succession, I was so mad that I didn't realize what I was doing; so I just yelled and booed at them till I was blue in the face.

Judge: Does the prosecuting attorney have any questions?

Prosecution: No questions, your honor.

Judge: Will the next defendant, Jack Disloyal, take the stand? Bailiff swear in the defendant.

(Jack walks to the stand.)

Bailiff: Raise your right hand, etc.

Jack: I do.

D. Attorney: Will you also tell the court what you did on the afternoon of March the first?

Jack: Well, it's like this, Judge. My arm was pretty bad; so I asked to be laid off and the captain agreed. I didn't just walk off the field as everyone seems to think. I'm really not that kind. Someone seems to be trying to get me into trouble.

Judge: Are there any witnesses for the defense?

Prosecution: Yes, your honor. I should like to call Miss Sally Say to the stand.

Judge: Will Miss Sally Say please take the stand? Bailiff, swear in the witness.

Bailiff: Raise your right hand, etc.

Sally: I do.

Prosecution: Will you please tell the court exactly what Jack Disloyal did at the game, and what your impressions of his actions were?

Sally: Well, I saw Jack arguing with another player over a position that he wanted in the game; he seemed to be very angry. The team was handicapped by his absence, and it made the rest of us real angry at Jack, for the team really needed him badly.

Prosecution: Thank you, Miss Say, that will be all for the present.

Judge: Any further witnesses, prosecution?

Prosecution: No more witnesses for Jack Disloyal, Your Honor.

Judge: Will the next defendant, Bob Disrespect, please take the stand? Bailiff swear in the defendant.

Bailiff: Raise your right hand, etc.

Bob: I do.

Prosecution: Will you tell us, Bob, why you are here today?

Bob: Okay, I didn't do anything, except not to take an order from the coach.

Prosecution: That will be all. Thank you, Bob.

Judge: Are there any witnesses?

Prosecution: No, not just now, Your Honor.

Judge: Will the next defendant, Ike Alibi, take the stand? Bailiff, swear in the defendant.

Bailiff: Raise your right hand, etc.

Ike: I do.

Prosecution: Tell us in your own words what happened on March first.

Ike: Well, it's like this, Judge. We lost the game, but it wasn't our fault. Why, we weren't even in our own gym, one man was gone, and I couldn't play my best because I ate too much lunch. That's why we lost the game. Well, any way, after we lost, I went up to some of the fellows on the other team and told them why they won and we lost. I also told them that I saw them trying to cheat. What's wrong with that?

Prosecution: That will be all, Ike. I will answer your question later.

Judge: Are there any witnesses?

Prosecution: No, not till later, Your Honor.

Judge: Then, will the next defendant, Betty Boast, take the stand? Bailiff, swear in the defendant.

Bailiff: Raise your right hand, etc.

Betty: I do.

Prosecution: Betty, tell us about the way you acted on the afternoon of March first.

Betty: All right. My school's team won, and so I told everyone about it; so what?

Prosecution: That will be all, Betty Boast.

Judge: Are there any witnesses?

Prosecution: Yes, Your Honor, Miss Silvia Seeall.

Judge: Will Miss Silvia Seeall please take the stand? Bailiff swear in the witness.

Bailiff: Raise your right hand, etc.

Silvia: I do.

Prosecution: Please explain to us what you know about the last three defendants.

Silvia: I saw the coach giving Bob Disrespect some important orders, and Bob didn't carry them out, practically causing the team to lose. He was put out the second game. Then I saw Ike Alibi blaming everyone and everything for his losing team. We were all disgusted with him; even his team was disgusted. I did have a friend, Betty Boast, but I got angry at her the other night. She was boasting about her school team's winning. She went right up to the other school's rooters and told them what she thought of their team and how good her team was.

Prosecution: Thank you, Miss Seeall.

Judge: Are there any further witnesses?

Prosecution: No more witnesses, your honor, but I should like to make a few remarks before closing this case. Miss Say has pointed out that a disloyal person makes a very bad impression on the spectators. It is my opinion that a disloyal person is committing a very grave offense against sportsmanship. Loyalty to your team is really more important than playing the game. There must be loyalty to have teamwork at all. I have no sympathy with a person who is disloyal, and I feel that this court should be extremely severe in cases like this.

As to the disgusting practice of razzing and booing on the part of the spectators, it not only does not help the team, but it actually makes highly nervous players make more mistakes. A few well chosen cheers will do more for the team, giving them heart when they are having bad luck, and inspiring them. Cheers show them that you are with them, whether they are winning or not.

Disobeying the orders of one's superiors

is a very grave offense. You will never progress in the business world if you cannot take orders from a higher authority.

Alibiing is the only defense of a coward. If you are a poor loser, it shows that you are a weakling. A poor loser not only blames everyone else for his mistakes, but he can not take advice, nor can he take the blame for anything.

A good loser either blames himself or confesses that the other team did some really fine playing.

A good winner never boasts and usually gives the credit to the rest of the team.

It is good to start in being a good loser and a good winner now, for in order to succeed in any occupation, you must possess these characteristics.

I believe that the prosecution has stated its case as clearly as possible. There should be no doubt as to the duty of this court in sentencing these defendants. The prosecution rests.

Judge: Will the defendants rise and face the court? It is the sentence of this court that you, Rosie Razz, shall be placed on probation for two weeks, and I will add, young lady, that booing and razzing are not only unsportsmanlike, but unladylike as well.

As for you, Jack Disloyal, this court puts you on probation for one month. You have committed a terrible crime in the eyes of your schoolmates. I advise that you either quit the team or go on playing the right way.

Bob Disrespect, you shall be placed on probation for one month. Disrespect for others and their rights is a very grave offense, and I hope that after you leave this court, you never again shall be guilty of such a charge.

Ike Alibi, you shall be placed on probation for two weeks. You will have to learn to carry your own responsibility and take the blame for your own doings.

Betty Boast, you shall be placed on probation for one month and two weeks. Betty, you lost a friend because of the disgusting habit that you practice—boasting. No one likes to hear a person boast. The sooner you find that out, the happier and more popular you will be.

Court Adjourned.

(NOTE: Jacqueline Jurgensen wrote this assembly playlet as her part in a home room project of the H. 8 class of Peter H. Burnett Junior High School, San Jose, California.)

Voracious learning, often over-fed, digests not into sense her motley meal. This bookcase, with dark beauty almost burst, this forager on others' wisdom, leaves her native farm, her reason, quite untill'd.

—Edward Young.

How We Do It

C. E. ERICKSON, *Department Editor*

Giving Publicity to the Activities Program

One of the most important factors in the development of an activities program is a continuous system of interpretation. Many teachers oppose activities because they fail to understand them. Pupils are not interested because they do not know about them. Parents are opposed because they are not acquainted with the offering and with its purposes.

These organizations can use many media to help pupils, parents, and teachers to become more intimately acquainted with their purposes and their activities:

1. The home room representatives to the council should regularly lead discussion in the home room, dealing with the work of the council.
2. Many school assemblies should grow out of the work of these organizations.
3. The school newspaper can have a section given over to programs given by these organizations.
4. Staff meetings can be devoted to this phase of the school's work.
5. Open house and PTA nights can be used to demonstrate this type of school work.
6. A special activities bulletin board can be set aside to carry announcements.
7. Arrangements can be made for complete mimeographed or printed materials describing the activities program. This material should be distributed to all incoming pupils.

Each school should attempt to use as many of these methods as possible, since no program of activities can be permanently successful unless accompanied by a careful and complete program of interpretation.

Arbor Day and Conservation

CLAUDE BAKER, *La Cumbre Junior High School, Santa Barbara, California*

The Student Council of our school inaugurated a tree planting program a year ago to emphasize the spirit of conservation on Arbor Day and at the same time to make the school grounds more beautiful. The plan was again continued this year and it is expected to be observed regularly in the future.

The school is fortunate in having twenty-three acres, so the planting may continue for

many years as an activity of the student body without danger of being overdone.

Last year one Ironwood tree was planted, and this year four others of the same kind were put with it to form a colony of five. This is a rare, interesting, and beautiful variety found on the islands off the coast and occasionally on the mainland. These trees seem to thrive best when growing together. A committee of the student body secured a large rock, and a shop teacher carved an appropriate inscription on it to commemorate the date and occasion of the planting.

In a few years, with regular planting, the school grounds should be interesting and attractive to the public as well as to the student body. A leisure hour may well be spent studying the trees or resting in their shade. Typical trees of the state will be planted first and later native trees of other localities will be added to the growing collection.

The trees are presented to the school annually through the courtesy of the Blakesley Botanic Garden at an impressive ceremony planned to instill in the student body ideas of conservation, value, and importance of trees, and the desire to protect them.

Considerable material for programs of this type may be obtained from government bulletins and from school or public libraries. Bulletin No. M-5071 of the United States Department of Agriculture, Forest Service, is especially helpful.

The following program requiring about one class period was used this year and will suggest the general type of procedure:

1. Bugle CallPupil
2. Star Spangled Banner.....School Band
(Flag may be brought in during music)
3. Pledge of allegiance to the Flag...
...Led by Vice Pres. of Student Council
4. Speech—"History of Arbor Day" ..Pupil
5. Speech—"Long Time Planning and
Need for Conservation"Pupil
6. Speech—"Presenting of Trees" ...
...Director of Blakesley Garden
7. Speech—"Accepting Trees" ...
...President of Student Body
8. Planting of the Trees...
...Home Room Groups
9. Camera Club takes pictures for
school history.
10. SongA Capella Sextette
11. Song—Alma MaterSchool and Band

Castle Character

ANN MARTIN HOLMES, Macon, Georgia

Castle Character is the name of a castle "built" by the members of my sixth grade. Noticing that the children were careless in many ways I suggested this castle as a means of appealing to their imagination and of helping them to overcome bad habits.

Since we had studied knights and life in the Middle Ages, we discussed some of the good deeds of the knights, which led us to tell how we could be modern knights in our classroom by doing worth-while acts. I mentioned paper thrown on the floor and someone said that a good knight would be neat in his habits. Another said that a knight of the classroom would keep his pencils and pens in good condition, ready for work. Others made different suggestions and I asked if they might like to build a castle of their good habits. The idea appealed to them so we began.

Everyone wrote on a slip of paper some one thing that he would like to do to make our class a pleasant place. These papers were signed and given to me. If, after a week a child had lived up to his promise, I gave him back his slip of paper and he was allowed to place one stone on the building. If he had failed in his promise, he was to try another week. By keeping the good deed uppermost in his mind and carrying it out for one week, the child had begun to form a habit which he would not break soon, especially when he saw his stone as a part of the castle.

We built the castle by pasting small stones made of gray drawing paper on an outline castle drawn on a large sheet of tagboard by a member of the class. On these stones the children printed whatever they had promised to do and signed their initials. As the castle grew the children were interested to see what some other classmate had promised and this inspired them to do the same thing.

They promised to keep their desks and floor around their desks neat; to have pencils, pens, paper, and ink ready for work before school; to arrange flowers when they were brought in before 9 o'clock; to move quietly around the room; to keep the blackboards ready with chalk and erasers distributed evenly; to be truthful; to respect the property of others; and many more helpful things.

The children enjoyed doing worth-while things for the class because it helped to build the castle. When it was finished, it remained in the room where all could see it. At times throughout the year we checked up on ourselves to see that our stones were not slipping, and while some of the children "backslid" from time to time, they never failed to real-

ize it and do better; so that on the whole the activity was a success.

Annual Visitation

WILLIS W. COLLINS, Principal,
Idabel High School, Idabel, Oklahoma

Each spring the Idabel High School has as their guests the graduating eighth grade pupils from all of the rural schools within the transportation area of the high school. These boys and girls are special invited guests of the eighth grade of the junior high school. They come in on the regular busses and remain in the school for the entire day.

A typical day with these youngsters shows the infinite preparation that precedes each visitation program. The rural boys and girls are met at the doors and are greeted cordially by the junior high boys and girls. They are registered and given a name card for identification and ushered into the high school auditorium. Student organization and planning is manifest throughout the entire proceeding.

A short entertaining program is given in the auditorium, with the superintendent of schools as an invited guest speaker. The auditorium program is usually a forty-five minute one for the purpose of becoming acquainted and for the purpose of dividing into groups for class room visitation. The groups, after joining, are taken by junior high school

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ALLEN PRESS, Lawrence, Kansas

guides to all class rooms that involve freshmen in the high school.

Class routine is explained, the system of marking is noted, and the general physical plant is inspected by the groups. Groups are introduced to the various teachers, class sponsors and administration officers. The school routine is gone over carefully by teachers experienced in the particular routine in question.

Each group at some period in the day is shown through the gymnasium and a definite set of games and recreation stunts is provided for entertainment. During the lunch hour the guests and guides are given a buffet dinner in the Home Economics rooms. This luncheon is usually attended by several teachers, superintendent, and principal. Every one is made to feel at home at all times while visiting. The guides are specially drilled in their particular job.

This visitation day has been a regular feature of the high school's program over a four year period, and the enthusiastic comments of students and parents have encouraged the administration immeasurably in putting over this worth-while program. It is interesting to note that of the forty-six students visiting the school in May forty of these same boys and girls enrolled in September.

A Hobby Exhibit

W. N. VIOLA, Senior High School,
Pontiac, Michigan

Our assistant high school principal had often wondered whether there were any students who made collecting a hobby. Last fall he decided to offer an empty display case in the front lobby of the high school building to exhibit such collections, each for a week's duration.

The response after the announcement of the new idea was astounding. It became necessary to have a waiting list. The instigator of the plan was so rushed by the participants that he nearly resigned his principalship. No less interested were the students who gazed upon the unusual weekly displays.

Members of the faculty were soon found among the groups pushing against the case to get a glimpse of the curios. At long last a teacher offered to join the exhibitors with a beautiful collection of hand-made laces acquired from various foreign countries.

Among the many displays, the following were the most interesting: autographs of famous people, a group of two hundred different kinds of pencils, geometric figures, photography, hand puppets, marionettes, a stamp collection, various types of scrap books, and an accumulation of newspaper clippings re-

lating the complete aviation experiences of Amelia Earhart.

The collectors were happy to display their treasures; others enjoyed seeing the exhibits, which were educational as well as entertaining. Some of the young people were encouraged to find hobbies of their own. A good many of the teachers also became enthusiastic about the idea.

Surely in your school there are collectors who are anxious to display their unusual possessions. Why not find an empty case?

A Health and Physical Education Program

ELAM WATSON, Principal, Delmar-Harvard School, University City, Missouri

Under the traditional organization physical education was a segment of the school program which existed to promote physical growth of children. Hygiene and physiology were subjects to be studied during certain periods of the day. To some it seemed that physical education teachers should assume responsibility for teaching health principles and practices. During the past few years the tendency has been to join these "branches" of education into a department of Health and Physical Education.

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The "carefully organized plan" should be worked out by all school workers. Too often an academic plan is followed by teachers of subject matter and another plan is followed by workers in health and physical education. In a program of curriculum revision, teachers of health and physical education, school doctor and nurses, teachers, supervisors, and administrators should all make their contributions. The objectives of education in general and the special goals of the particular school system should be clearly stated. Each department of the school co-operating with all other departments can contribute its part toward the harmonious development of the child.

The classroom teacher should accept the responsibility of providing healthful, vital, living experiences for boys and girls. Subject matter is essential, but if certain practices of teaching these subjects interfere with normal development of the child, then a new plan should be devised. It is a healthy indication when teachers condemn accepted procedures on the ground that they create tensions which prevent normal development of children.

School workers should plan a more co-operative program of health service. Instead of merely making routine inspections, doctors and nurses may well go into the class rooms and work with the teachers in promoting child growth. Principles of hygiene and sanitation may be more forcefully presented in living experiences of the classroom than in the doctor's office.

Physical education activities often grow out of the unit being studied in the class room. An Indian unit may lead to simple Indian dances. A science unit may call for hikes into an adjacent park. Study of a foreign country may result in new games or folk dances. If there is co-operation between class room and physical education teachers, many activities may be presented as vital living experiences.

In a school where health and physical education are integral parts of the curriculum, all school workers feel a responsibility for the promotion of health and normal physical growth. All activities sponsored by the school fit into a plan "conceived as desirable for the continuous development and enrichment of the individual and for the good of the society of which he is a part."

Our Cardo Club

M. A. BUEGE, *Junior-Senior High School,
South Milwaukee, Wisconsin*

Probably the most outstanding and worthwhile activity in the South Milwaukee High School is known as the Cardo Club. Cardo Club is an usher club, the purpose of which

is to create civic improvements and act as a service organization to the school. The motto of the club is "In United Effort."

The twenty-eight members in the club are divided into two fourteen-member groups. Membership is restricted to sophomores, juniors, and seniors. To become a member of Cardo Club, interested students submit their names to the officers of the club. The names are then presented at a group meeting, and the possible candidates are discussed. Following the discussion, the members of the club cast their votes for the students who they believe will uphold the club's motto.

The officers of the club are: president, vice president, secretary, and two captains—one for the school assemblies and one for outside activities. When the members are on duty, they may be distinguished by their bright red jackets with South Milwaukee written on the front of each one.

The duty of the assembly captain is to place the members, get the jackets for the members who are on duty, see that they are in the right positions at the specified time, and remind them of their duties.

Duties of members working in the assemblies are to keep the students quiet during the assemblies and report anyone who eats candy or chews gum. Before the program starts the members stand at their posts acting as markers for the different sections.

The outside activities captain has similar duties. He sees that members have their jackets and obtains check room tickets or programs, depending upon the type of activity. He also sees to it that all members are doing their duty. Outside activities are any functions of the school, such as football and basketball games, track meets, dances—matinee and evening, graduation exercises, school plays, and the contests of the music department. On the evening of Open House, Cardo Club members direct people to all parts of the building. At concerts they watch the instruments as well as direct people to their destination.

In future years, Cardo Club will undoubtedly work at city functions as well as take more responsibilities around the school.

It matters not how hard you hit the line
if you fumble the ball.



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Parties for the Season

EDNA E. VON BERGE,
Department Editor

March 1, 1939

Dear Pattie,

Having a fine time. Wish you could be here in the South where the weather is so perfect. Imagine going to beach parties, picnics, and steak fries in March when north winds are still howling and blizzards blowing. Tough, having to wait until May before you too are able to go on a picnic.

Love,
Hattie

March 6, 1939

Dear Hattie,

Don't you fool yourself! One doesn't have to travel south for winter picnics. They may be transferred indoors, and because of the novelty prove to be even more of a rip-roarous success than an outdoor picnic.

Enthusiastically yours,
Pattie.

given signal, each participant attempts to secure the name of the flower pinned to the backs of the others, but trying constantly to keep others from doing the same. When the name of a flower pinned to a player's back is secured by another player, it is written on a numbered sheet of paper previously passed out to each one. The one sneaking around (and it takes just that) for the names of the most flowers will obviously be the winner. A small bouquet of flowers or a potted plant, preferably in green and white, provides a suitable prize for this hilarious game.

Bowling on the Green

If no green rugs are available, place long sheets of durable green paper on the floor. Arrange nine pins at the one end which the players knock over with small balls. Sets are available for only ten cents.

Indoor Horseshoes

Nail the cut end of a broomstick securely to a square wooden block over which the contestants throw rings. The latter are made by wiring the ends of short lengths of rubber hose together. Firm rope may be used as a substitute for the hose. Complete sets may be purchased at very low cost.

Shuffle Board

Mark the court on a long sheet of heavy white paper, using green ink, paint, or crayon for the heavy markings. Place it on the bare floor in preference to a heavy rug to facilitate the sliding of the discs. Use canes or umbrella handles that are curved for the pusher stick. Wooden or glass coasters (borrowed from under the legs of tables and chairs) provide suitable discs.

Scores for the last three games may be kept individually or totaled for the group. Prizes are then presented to the winning group, the one scoring highest in each smaller group, or the winners of the whole group.

PICNIC-PATRICK-PRIZES

Serviceable prizes are always preferable to ones having no use at all. Those which are fitting to this particular occasion are:

1. A package of green paper picnic napkins or paper plates, cups, forks or spoons gaily wrapped in green cellophane paper and tied with perky white cellophane bows.
2. Green or white paper or linen lunch cloth, suitable for picnic service.
3. One half dozen picnic forks with long green adjustable handles.
4. Long handled corn popper.
5. Green thermos jug.

A Patrick Picnic

Combining St. Patrick's green, shamrocks, and top hats with the picnic idea, adds an effective touch. Written or verbal invitations politely request guests to don picnic sport outfits, fitting to the occasion. Slacks, coulottes, and even shorts are sure to appear, lending further to the desired atmosphere.

A sign at the door—CAMP PATRICK—immediately fills the guests with expectancy and arouses the necessary informal picnic pep and spirit. To start things off with a bang, the hostesses (or committees) discuss the picnic plans with the guests as a regular committee would do in making plans for such an affair. Special friends have been previously prompted as to suitable suggestions, which will fit into the plans made beforehand.

PICNIC-PATRICK-PLAY

Green Leaf Identification

Hide slips of paper around the room containing the jumbled letters of various trees. Not only must the slips be found, but the letters re-arranged to correctly spell the word. A limited time is allowed.

Flower Hunt

Pin to the back of each picnicker, lined up side by side to form a row, a numbered slip of paper bearing the name of a flower. At a

6. Green wicker picnic basket or individual metal lunch boxes.

PICNIC-PATRICK-EATS

These may be furnished by the committee and paid for from the organization funds or by individual assessment or donated pot-luck fashion according to assignments previously made. This insures a more satisfactory menu than results when foods are promiscuously brought. Newspapers, linen or paper lunch cloths in green or white may be spread out upon the floor or card tables. Buffet service eliminates confusion and simplifies the work of the committee, especially if the group is a large one. Paper plates, forks, spoons, cups and napkins are preferable to china and silver.

Guests will expect the traditional potato salad, hot or cold, with minced pickles and olives to add a touch of green. Baked beans may be left in the bean pot, which is best covered with either green cellophane or a white linen towel to eliminate the unwanted brown from the color scheme. No picnic is complete without hot dogs or hamburgers, or both, even though they play havoc with the color scheme, but don't worry, for sprigs of parsley as a garnish remedy that.

Imagine a picnic without sandwiches! With white bread, a green filling of mashed asparagus, with hard boiled eggs moistened with salad dressing, introduces color as well as flavor. Philadelphia or cottage cheese colored green and flavored with crushed pineapple or chopped olives and nuts suggests another popular filling.

Top lime jello with whipped cream; top angel food cake or vanilla ice cream with green mint sauce; add cookies in the shape of a shamrock with green sugar, and you have a dessert that is guaranteed to please the most discriminating.

Further atmosphere may be created in this fashion:

1. Pour coffee from a granite or old aluminum coffee pot into tin cups.
2. Arrange for the toasting of hamburgers, hot dogs or marshmallows at the living room fireplace or over the kitchen stove.
3. Place a fully equipped picnic basket where it may be seen and used.
4. Sing Irish songs around the fireplace, if there is one available, or turn the lights low. An imitation fire with small logs over red lights for the glow may offer a desirable substitute for a real fireplace.

A Chinese Party

Games resemble fashions a bit in a few respects. Some are always good, while others die out suddenly to be revived again either in

the original form or with slight variations—like the present modified hoop skirt.

Chinese Checkers, a variation of the old two-partner game, has more or less recently checked into fashion to offer Monopoly and Bridge considerable competition. Because it offers entertainment for an entire evening, draws many or few into play, stimulates the thinker, relaxes the weary and worried, is available at low cost, it has won a prominent place and rates high among games for parties.

For a larger or smaller group, young or old, a Chinese Checker Party fits into any season of the year, for any occasion, either indoors or out. When further atmosphere is created by some of the means suggested, it is guaranteed to make a tremendous hit.

(1) Have the committee dress in Chinese costumes. (Pajama trousers with coolie coats offer a commendable substitute if more authentic and elaborate costumes are lacking.)

(2) Place a "Chinese Checker" sign above the door of the check room. Attendants in charge should dress in Chinese garb.

(3) Serve Chinese food such as: various types of chow mein or chop suey with rice or crisp noodles, tea and very short, dainty cookie-cakes.

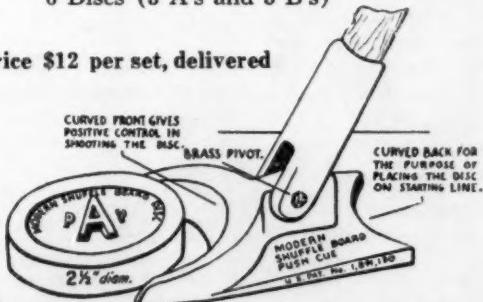
(4) Present Chinese prizes, Jasamine tea,

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cans of chop suey or crisp noodles, puzzles, lacquer utility boxes, lacquer trays, vases, incense, jewelry, and spicy perfumes are fitting.

(5) The school art department no doubt would willingly make a Chinese frieze, or colorful landscapes for use as decorative wall hangings.

(6) Interested parents, townspeople, or faculty members are very apt to possess a collection of Chinese objects for display.

(7) If place cards are used, precede the name of the guest with a Chinese one, and write a proverb on the reverse side. Let it be read later by the guest in turn, providing the group is not too large. Have the names read, for example:

Ling Lin Vera Haines
Soo Mary Green
Ching John Wilson

(8) A good mixer, modeled after the well known "Fruit Basket Up-set," offers a good beginning or ending. Players receive a slip of paper containing the name of a Chinese city, and form in a circle (sitting or standing). The announcer calls off two or three cities, or more if the group is large. While the participants quickly exchange places with the cities called off, the announcer attempts to secure one of the positions vacated. The one left without a place must then become the announcer and is given the slip of paper containing all the names given out, in order to know which ones to call, for another exchange.

(9) Further ideas to test the originality and cleverness of the committee in charge of the plans will be stimulated by reference to any of the following books:

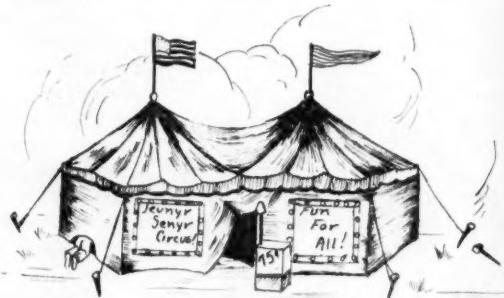
Ho-Ming by Lewis
Young Fu by Lewis
My Lady of the Chinese Courtyard by Cooper
Three Years in the Forbidden City by LerLing
The House of Exile, by Waln
Fire-Cracker Land, by Florence Ayscough

A Banquet under the Big Top

MARGUERITE BLOUGH, English Teacher,
East High School, Waterloo, Iowa

Who doesn't thrill at the mere mention of a circus with its array of balloons, elephants, and flying trapeze? No high school student or faculty member will experience a single dull moment if this theme is used for an inter-class banquet, and it lends itself particularly well to the junior-senior affair where decorations, program, and dancing blend into one big show.

What was acclaimed the snappiest banquet ever staged by an East High junior class followed this motif. *Under the Big Top* was the theme chosen. Invitations issued were in the



form of billboard ads ballyhooing the Colossal, Stupendous Jeunyr-Senyr Circus, and urging the early reservation of seats.

From the moment the guest stepped off the elevator to the final farewell dance the circus atmosphere prevailed. With awning and brown paper a semblance of the wall and entrance to the big top was constructed around the doorway of the ballroom. A huge colorful banner proclaiming Jeunyr-Senyr Circus surmounted the ten flaps, which were flanked on either side with glamorous posters contributed by the art students, glorify-

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ing the side show attractions including Minnie the Moocher; Sampo, the strong man; and Hippo, the largest mammal in captivity. The lobby was strung with multi-colored bunting pennants, which are often used by stores on anniversary occasions.

Several clowns dressed in motley, with grotesque faces and clever lines, greeted the guests as they arrived and in their patter suggested that they check their reservations. This obviates any last minute dismay over fewer places than diners. They circulated freely among the guests to lend color to the festivities. A circus band dressed in uniform playing lively music typical of the sawdust ring heralded the call to dinner. To this quick tempo guests hustled to their places in a near pandemonium of excitement, for the dining room which they entered was one mass of soft lights and floating balloons. The effect was achieved by filling balloons with hydrogen, which, one should be cautioned, is dangerous and sometimes a bit difficult to get, but the result justifies the effort expended. Balloons filled with hydrogen and tied by six-foot strings to the back of the chairs floated colorfully to form a false ceiling.

The tables themselves were an array of color. Wooden rings sawed from orange crates, sanded, and enameled blue were filled with sawdust in which wooden kindergarten animals, large and small, performed. Commercially made metallic circus tent nut cups were used at the right of the places, while the gayly colored programs with a linoleum block cut of a clown lay at the left of the napkin.

Music by the circus band continued during the dinner and appeared again in the program. The four page programs themselves heralded the circus as *Under the Big Top*, while the platform on which the band and performers appeared was decorated with pennants like those in the entry way.

In charge of the program was the ringmaster, resplendent in topper and tails, who cracked his whip as he introduced each act with the ballyhoo typical of showmanship. Following his cordial welcome to all the guests, he presented "the advance man," a term applied in circus parlance to the one who prearranges all details, the superintendent whose speech should be facetious and entertaining. "Histo"—the magic crystal gazer, was an act by which the prophecy was foretold through the interplay of two clowns and Histo. Parodies on popular songs by a blues singer appeared under the title, "Ring-alings." "Acrobats" was a series of dance acts by children from a dance studio, followed by the feature, "Midgets," an accordian skit. "The Man on the Flying Trapeze" gave the

principal an opportunity to observe how he was constantly called upon to do precarious things.

Just as every parade has its "Caliope," so our program had its close under that title in the form of the customary ceremonial of the handing of the gavel from the senior president to the junior, and its acceptance. Amidst a blare of trumpets the guests left the room to return for the "Big Parade"—the grand march—in which everyone participated.

The dance program included the Peanut Prance, Giraffe Glide, and similar circus phrases. The clowns, still in evidence, provided much merriment by tagging partners and generally keeping up the levity of the affair.

To maintain the highest form of good manners during the dinner party we selected a host and hostess for each table, whose duty it was to see to it that all guests at their table were having an enjoyable time. To acquaint the hosts and hostesses with "how it's done graciously," a series of three luncheons was served, the food being as similar to that of the banquet as possible. This gave an opportunity for questions and experiments without embarrassment.

Instructions for the hosts and hostesses

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*Instructor in Journalism and English,
Lewis and Clark High School, Spokane*

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aided in uniformity, and the students enjoyed the satisfaction of knowing their manners were correct. Mimeographed copies read as follows:

"The success of the banquet depends on everyone's feeling at ease and entering into the festivities with zest. The hosts and hostesses have the opportunity to develop this atmosphere through their own cordiality and graciousness. Let's make this banquet outstanding for its spirit of friendliness and gaiety.

"To do this we want to remember that:

1. Before we go into the dining room, we'll try to speak to all the people who will be at our table. It would be well to tell the faculty member before that night that you're happy that he or she is at your table.

2. "Ganging together" in our own little groups before the banquet is not conducive to building a sense of sociability. Try circulating among the guests.

3. When dinner is announced, the hosts and hostesses should proceed quickly to their tables, where the host will prominently display the number of his "ring," and the hostess will assist those who are trying to find their places at her table.

4. As soon as everyone has found his place, the hostess at table 1 will be seated. This is the signal for everyone else to do likewise.

5. The guests will follow the lead of the hostess, so she and the host must be alert to avoid embarrassment on the part of the guests. Remove the napkin to your lap immediately.

6. The first course will be fruit juice, which is to be drunk. For the second and third course wait until all have been served before you start eating. If anyone has an accident, accept the apology, and then act as though nothing had happened.

7. The enjoyment of the dinner will depend on the liveliness of the conversation.

See that everyone at the table is drawn into the discussion. Of course you'll avoid referring to personalities. It might be well to have a stock of suitable subjects in mind, so that you can guide the trend away from awkward situations.

8. The table decorations are there to lend a gala atmosphere. Discourage any attempts to despoil them.

9. Remain at the table after dinner for the program. It will be short and snappy.

10. In the intermission, while the dining room is being cleared for dancing, go into circulation again and urge everyone to join the "Big Parade," whether he dances or not.

"Thinking about the others who may be a bit reticent and helping them to have a good time will break down the stiffness and formality that might otherwise cloud the fun of the affair."

A party of this kind can be cleverly staged if members of the committees have the ingenuity to develop any suggestions the circus theme offers.

"The criterion of play for the child should be fun, zest, and spontaneity. Dry and cold formality will chill the spirit. One should seek here neither a training in discipline nor a disciplinary process, but an expansive and expressive adventure in enlarging life. . . . Play is something more than an arrest of the child's turbulent power. It should carry the child deep into friendly human life, and bring him back with enriched understanding and faith."—John Eisle Davis in *Play and Mental Health*.

"Maintaining democracy in the nation is no job for softies." Democracy in the United States is in for some tough going. Those who believe in the democratic form of government should stand up and fight for it."

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New Helps in the Field of School Activities

● **SCHOOL TOURS—CIRCULAR NUMBER 177**, by Bess Goodykoontz, Assistant Commissioner of Education, United States Department of the Interior. This is a mimeographed bulletin telling the who, how, and where of school tours, also something of the why. It sets forth the attitude of the United States Department of the Interior toward school tours and represents a contribution of the Department of Education to making them profitable. Any school that is planning any kind of student tour should have the advice, information, and suggestions given in this circular.

● **BRITISH AMERICAN ALLIANCE**, compiled and edited by E. C. Buehler, Director of Forensics, University of Kansas. This is a book of 389 pages. It completely covers the current debate subject for high schools and is characterized by the following helpful features: Analytical Discussion, Facts and Comments, Complete Briefs, Reprinted Articles, and an Extensive Bibliography. This book supplies a world of material. It represents an endless amount of research. Every high school debate team should have access to it. It is published by Noble and Noble, publishers of earlier books on current debate questions by this same author.

● **TRAVEL LITERATURE FOR SCHOOL PURPOSES** is now available through the Educational Travel Literature Service. This clearing-house removes the necessity of deluging various agencies for literature. Those engaged in the sale and promotion of Travel have provided the E.T.L.S. with literature and prefer that school requests be made of them as they have material on nearly every country of the world. A service charge is asked to cover postage and handling: 1 lb. 25c; 2 lbs. 35c; 3 lbs. 50c. One pound usually covers two countries. For further information write the E.T.L.S.

● **TEACHABLE MOMENTS: A NEW APPROACH TO HEALTH**, by Jay B. Nash. A. S. Barnes & Company, 1938. 243 pages.

Using his usual dynamic and scintillating platform style, Professor Nash outlines the essential elements of a sound health program. Reflecting the organismic school of thought, this volume impresses the reader through its very forthrightness, simplicity, and sincerity as becoming at once one of our most useful mental hygiene "handbooks" for teachers, parents, and school and community center administrators. Perchance many health experts

will likewise peruse these pages and find therein a challenge which will broaden their outlook and enrich their health education activities.

Throughout the volume the author makes clear the pattern through which the individual, the school, and other community agencies can bring about adequate health. In brief, the pattern says: (1) remove infectious drains, (2) eliminate strains, (3) promote wholesome health through establishing proper food, rest, and sleep habits, and (4) build power for health through joyous power-building activity that creates a Will-To-Live. Anyone in a position to guide and advise children, adolescents, and adults will receive genuine help from the stimulating approach to given in "Teachable Moments." (by F. C. Borgeson, New York University)

● **PEPPY STUNTS AND GAMES**, by Willis N. Bugbee Co. If you are looking for something new in games and stunts for your social affairs, this book is what you want. The collection includes entertainment for all groups and occasions. There are paper and pencil games, picnic and outdoor games, special day games, stunts, and parodies.

● **NEW FILM SUBJECTS** for school movies are being released constantly by Castle Films. They include newsreels, travel pictures, general educational subjects, and sport pictures. They offer movies of eight major football games of the 1938 season, also incidents and views of "America's High Spots." The plan of this company is to offer these subjects at low prices and thereby encourage schools to create a film library by purchasing one or two pictures a month.

● **A NEW FILM STABILIZER** is a device which represents a major change in the operation of the Interpreter, sound projector of the De Vry Corporation. This device makes the film travel in a "unidirectional" manner, eliminating lateral and vertical "whip." It keeps the film traveling at a constant rate of speed over the soundhead, thus doing away with "waves" and unwanted variations in pitch.

● **TRACK AND FIELD**, by Ray M. Conger, director of Recreational Sports, Pennsylvania State College. This is one of the new Barnes Sports Book series. It is a handbook of sports of the spring season. It covers the whole

scope of track and field fundamentals in technique and practice. It will be helpful to both athlete and coach. Photographs, drawings, true-false questions, and interesting text material are combined here to excellent effect. This is a book of 1939 copyright that should already be in great demand.

- A GIRL GROWS UP, by Ruth Fedder. Published by McGraw-Hill Book Company, Inc., 1939. 235 pages.

The aim of this book is to help the adolescent girl to understand and adjust herself at a period when she is asking, "What is life all about, anyway?"

Following a short introductory chapter, the problems of personality development, family relationships, boy-and-girl associations, and vocational adjustments are discussed with a sympathetic understanding. Both daughters and parents will find this volume interesting and profitable reading.

- NEW PILOT LIGHT FOR MOVIE PROJECTORS has been announced by Bell & Howell Company. This pilot light is automatic and is turned on when the pilot light cap is pulled out of its housing. Pressing the cap back turns off the light. Through the use of this light the projector operator can perform film-threading operations and see to operate amplifier controls without resorting to other sources of illumination in the darkened projection room. Since January 1st this new light has been standard equipment on all Model 138 Filmsound projectors.

- PLASTIC BINDING is now made of material that is unbreakable, non-shrinkable, and non-inflammable. Four new colors have been added to the line—namely, purple, light blue, ivory, and orange. These improvements in Plastic Binding materials for yearbooks, and the like, mark the end of a search which began nearly three years ago and which extended over the whole face of the earth, into

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- WATCH YOUR P.Q. is a new 32-page booklet to tell high school students about their Personality Quotients. The book is filled with sound advice and real inspiration. It shows students how to do a good streamlining job to their personalities and how easily the desired changes take place. The price of this booklet is sufficiently low to make it possible for each student in a school to own one. It is published by Scholastic Bookshop.

Comedy Cues

TRUE (?) CONFESSION

"I had an ample teacher last term. He taught us to do three things: First, how to write briefs and then to exaggerate them; second, how to subtract substances from novels; and last, how to interrupt poetry."

—Christian Science Monitor.



SUPERSENSITIVE

Two men were seated in a crowded car. One, noticing that the other had his eyes closed, said, "Bill, ain't yer feelin' well?"

"I'm all right," said Bill, "but I do hate to see ladies standing."

—Journal of Education.

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